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ABSTRACT

This document consists of the three 1998 issues of a newsletter disseminating information on the Society for Research in Child Development and providing a forum for important news, research, and information concerning advancements in child growth and development research. Each issue of the newsletter provides announcements and notices of conferences, workshops, position openings, fellowships, and member obituaries. The Winter 1998 newsletter contains the following articles: (1) "Message from the President"; (2) "Report from the Committee on Child Development, Public Policy, and Public Information"; (3) "News from the Executive Branch Policy Fellows"; (4) "Budget Agreement, Spending Increases, and Focus on Accountability"; (5) "Students Develop a Policy Network"; and (6) "Report from Washington." Articles in the Spring 1998 issue are: (1) "The Development of a Researcher and a Discipline"; (2) "Continuing Greenfield's Initiative: Strategies and Teaching Techniques in Cross-Cultural Developmental Courses"; (3) "A Mixed Bag for Federal Support of Child Development Research in '99"; and (4) "A New Day at NICHD: Report from Washington." The Fall 1998 newsletter contains the following articles: (1) "Child Development and School Psychology: Opportunities for Connections"; (2) "From Developmental Research to Policy"; (3) "News from the Executive Branch Policy Fellows"; and (4) SRCD Biennial Meeting registration materials. (SD)

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SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT NEWSLETTER

SRCD

VOLUME 41, NUMBER 1
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Nancy G. Thomas
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Message from the President

TO BE NOMINATED AS A CANDIDATE for president of SRCD, let alone to be elected president, engenders feelings of both honor and awe. Honor because one has been tapped by one's colleagues to serve the Society, and awe because the roster of those who have served in this leadership position is a veritable hall of fame of our field.

Frances Degen Horowitz

For SRCD is, arguably, among the most respected of scientific societies. Dedicated to research, to strengthening our understanding of the growth and development of children, the members of SRCD constitute, in aggregate, a most significant—perhaps *the most* significant—collection of science experts in children's development and behavior. Through our journals and our meetings, SRCD has, from its founding, been committed to sponsoring the venues where scientists can share what they are doing and where the cutting edge of knowledge is revealed and defined.

In recent years SRCD has added "social policy" to its agenda. Using its publications, and dialogue, and reaching out to those who formulate and implement the social policies that affect children, the Society is making sure that policymakers understand what it is we know and don't know. Our social policy efforts are designed to delineate those facts about children's development that are indisputable, the midrange issues that are still debatable, and the current limits of our knowledge.

Advancing our science has necessitated, increasingly, that we advocate for funding for research. We have created opportunities to communicate with those who decide on funding allocation. And we have continued to inform funders about the research needed to increase our basic understanding of development.

Presidents of SRCD make a commitment to six years of service—two as president-elect, two as president, and two as past-president—with the two as president the most involved and the time when the president's "agenda" might be most specifically pursued.

My "agenda" as president is to make sure that what SRCD does so well—its publications, its biennial meeting, and its social policy efforts—will prosper and not fall behind. Also on the agenda, I want to improve our efforts in advocating for the funding of child development research.

I believe that our publications are all in good and dedicated hands. But we need to recognize that changes are taking place, that we must pay attention particularly to the portents of electronic publishing and communication. To this end, we are soliciting publishers for proposals that not only address our journals publication but also review and explore options for future electronic transmission.

The fate of this *Newsletter* is under current discussion—whether it should go on-line, remain as is, or be split into an electronic form for sharing information and a print version for more discursive materials. The Publications Committee, Executive Committee, and Governing Council would welcome members' sentiments on this matter.

I believe our biennial meeting is extremely healthy and, in fact, envied by other organizations for the quality of its presentations and activities, so successfully fielded every two years. From time to time it has been suggested that we consider changing to an annual meeting. Past membership surveys, however, have reinforced the wisdom of retaining our every-two-years meeting. Over time, other organizations have developed "off-year" meetings for those interested

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in infancy and in adolescence, and regional gatherings also take place in the in-between years. So without widespread sentiment to change our meeting schedule, we are planning our gatherings every two years for the foreseeable future—1999 in Albuquerque, 2001 in Minneapolis, and a site for 2003 is now being scouted.

The current era may one day be characterized as the years when all organizations and institutions set about scrambling for "efficiency" and "cost-savings." Some observers equate one or both with "effectiveness," but all of us who have been involved in such scrambling know this equation does not automatically follow. Nevertheless, SRCD, too, has been a part of the trend—consolidating operations in Ann Arbor and centralizing our activities. We've scrambled over a somewhat bumpy road at times but now seem to be on a smoother path—aided by a recent move to more functional space than we originally contracted for at our Ann Arbor location.

The ultimate goal of any change is better service to SRCD members and more effective efforts related to our core activities—publications, and meetings, and communications. We will want to assess what we have achieved and what else remains for us to do.

On the social policy front we continue to try to find effective means to communicate with the public and with policymakers. But we are all painfully aware of the seemingly ubiquitous desire of the media and some members of public governing bodies for sound-bite renditions of difficult questions and lengthy answers. This is often incompatible with the complexities of the phenomena we study and with the uncertainties conveyed by the probabilities that characterize research findings. Nevertheless, we are committed to finding strategies that will be effective in our struggle to share our knowledge and at the same time remain faithful to the current limits of our understandings.

The only way to stretch those limits is to do more and better research, which requires thoughtful funding policy. Most public funding emanates from Washington, though there is increasing activity at the state and local level. We are committed during the coming year to review our Washington activities, to revive the coalition building with other organizations that has worked well for SRCD in the past, and to evaluate our resource deployment on behalf of these activities.

SRCD programs and activities have thrived through the efforts of a broad base of committed volunteers who serve on the Governing Council and on its committees. The Program Committee and the Publications Committee, with able chairs, bear the heaviest responsibilities for our core activities. A versatile participatory membership gives willing service on all of our committees.

During Bob Emde's and Bill Hartup's presidencies, and continuing in Glen Elder's presidency, special efforts were made to open up opportunities to member volunteers, to include younger as well as more experienced scholars, to enhance diversity in several dimensions, and to keep a healthy rotation onto and off the Society's committees. I intend to maintain these emphases in the hope that my successors will do the same, until these practices take root in the ongoing operations and culture of SRCD.

Finally, I have an item on my personal agenda for my term as president. And that is for SRCD to foster the development of a program to expand and secure the pipeline of students coming into the child development field from groups in the United States who have been underrepresented among our scientists and scholars. To this end, I and LaRue Allen, chair of SRCD's Committee on Ethnic and Minority Affairs, approached and have been granted funds by the Foundation for Child Development and the W. T. Grant Foundation to help us plan for a program that would invited minority undergraduate students to attend the biennial meeting and participate in meeting activities.

We are modeling this plan on a highly successful program implemented by the American Society of Limnology and Oceanography. Goals for the coming year involve developing a proposal, presenting it for discussion at the spring meeting of the Governing Council, and seeking the funding to implement the program beginning with the Albuquerque meeting in 1999.

To the surprise of many, SRCD has continued to grow and to attract interested and participating members. There are those who sometimes wax nostalgic for the days when the Society was much smaller, its meetings less full of competing sessions, and everyone knew everyone else. I do not. I think that the growing critical mass of child development scientists and scholars holds promise for significant progress in developing the body of knowledge that can be profitably employed in helping more children have better lives.

All of us appreciate the fact that a child well grown—one who is able to develop fully, is rich in talent and potential, and is able to express in many ways his or her capabilities—constitutes, in the end, everywhere in the world, a gift to the social fabric of society. In the collectivity of the science done by the members of SRCD lies the hope that the knowledge base will permit all parents, all communities, and all societies to understand how they may enable their children to be well grown.

In the two years of this presidency I am grateful to be aided by those in Ann Arbor—our executive officer, John Hagen, our able administrator, Pat Settimi, and the very competent staff in our office there—as well as by the good help of those in my own office at the CUNY Graduate School and University Center. With such support I will endeavor to give good and useful service to this fine and important Society and to be worthy of the honor and confidence bestowed on me.

I invite the members of SRCD to join me and the Governing Council in the goals I've described to communicate ideas and thoughts and to lend hands and minds to strengthening our programs and activities.

Frances Degen Horowitz

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Report from the Committee on Child Development, Public Policy, and Public Information

LONNIE SHERROD

OVERVIEW: MISSION AND SCOPE

INTEREST IN THE COMMITTEE ON CHILD Development, Public Policy, and Public Information[1] and its activities is at a very high level. We receive frequent feedback from members about the importance of making research findings serve toward protecting children from rash, unwise, and potentially damaging policy decisions. Members also urge that we work on preserving the research enterprise, particularly "basic" research, in this current context of increased fiscal constraints. The new welfare reform act, the Personal Responsibility Act, like the budget-cutting frenzy of the previous year, is creating a pressure for activity at the same time that it offers innumerable opportunities for research—which the Committee hopes to monitor.

The Committee continues to strive to clarify its mission for the Society. It represents research in national, and increasingly local, policy agendas of relevance to children's development. This means two things: making *both* basic and applied research available and supporting a commitment to ongoing research in child development, again both basic and applied. The Committee also serves to alert the Society's membership to important social policy issues affecting children and families and to critical issues of science policy that may affect members' research.

Three subcommittees with overlapping memberships were formed this past year to pursue activities in (1) science policy, (2) children's policy, and (3) dissemination; these three areas are inextricably intertwined. This report highlights these areas and reviews activities in five other areas: (1) collaborating within SRCD; (2) reviewing the mission, publication procedures, and distribution of the *Social Policy Report;* (3) continuing expansion and evaluation of the SRCD Policy Fellowship Program; (4) increasing student involvement in Committee activities; and (5) undertaking special projects, represented by subcommittees and collaboration with other organizations.

The Committee views an integrative approach as particularly important for a scientific society such as SRCD. It is critical that we maintain the objectivity and political neutrality that characterizes science, whether we are working to improve science policy and policies for children or educating the public and other constituencies about children's development.

SCIENCE POLICY: ADVANCING CHILD DEVELOPMENT RESEARCH

Building Relationships with the Federal Agencies

During the past two years, representatives of the Committee and Governing Council, with assistance from the SRCD Washington office (housed at the American Psychological Society) have been in frequent contact with senior officers at the federal agencies responsible for both intramural and extramural research funding. Our goal is to monitor funding priorities and appropriations, review and advise on legislative language, and assist in national searches for key positions.

Meetings took place with leading agency directors in March and September of 1996. The first meeting was with Yvonne Maddox and Christine Bachrach of the National Institute of Child Health and Human Development (NICHD), Olivia Golden and Joan Lombardi of the Administration on Children, Youth and Families (ACYF), and Alan Leshner and Jay Turkkin of the National Institute on Drug Abuse (NIDA). Meetings with Anne Petersen of the National Science Foundation (NSF), and Rex Cowdry of the National Institute of Mental Health (NIMH), had occurred previously. The second meeting was with Duane Alexander and staff from NICHD. A major topic was the moving of a large portion of the social and developmental portfolio to the learning disabilities division. Training and first investigator awards were also discussed. SRCD member Joe Campos's appointment to the NICHD Advisory Council represents an important move toward representing developmental research at the Institute.

Subsequent meetings have been held with Norman Anderson, director of the Office of Behavioral Science and Social Research (OBSSR), and William Butz and staff of NSF; topics included interdisciplinary research and the Human

Capital Initiative. Such meetings are critical to SRCD's commitment to providing input to ongoing issues at the agencies and putting the Society forward as a resource of expertise.

The Committee has devoted attention, further, to agencies which have not traditionally had a scientific orientation comparable to the National Institutes of Health. The Administration for Children, Youth and Families (ACYF) is one such agency. During the past year the Committee has continued its communication with Olivia Golden, then the agency's commissioner, to assist her in increasing the agency's commitment to research. Dr. Golden is very receptive to research input and is keenly interested in strengthening the research agenda at ACYF. She also recognizes SRCD as a valuable resource. To date, five SRCD fellows have been sponsored by ACYF.

The Office of Educational Research and Improvement (OERI) is another example. Committee members reviewed its revised mission statement and reorganization plan last year. Placement of a future fellow is planned. NIDA is another agency meriting the Committee's attention, as is the National Institute of Justice (NIJ) because of its increasing concern with youth.

The Committee remains in frequent contact with Alan Kraut and SRCD's Washington office during national searches for officers at the agencies. Everyone seems pleased with Norman Anderson as director of OBSSR. Anne Petersen's resignation from NSF was, of course, a loss, but members are delighted with Bennett Bertenthal's appointment to replace Cora Marrett as head of the Directorate for Social, Behavioral, and Economic Sciences.

The Committee believes that the developmental research community needs and wants a more coordinated mechanism for addressing issues of science policy when they arise. To this end, we are looking into the possibility of a computer network to accomplish more efficient communication.

Monitoring Science Policy Legislation and Implementation

The Committee is monitoring closely, in conjunction with the Washington office, proposed revisions in the Family Privacy Act that could have serious implications for research with minors. Two other procedures—revisions in the peer review system and NIMH's monitoring of the inclusion of women and minorities in research—also require continued attention.

National Databases on Children

Finally, one relatively unnoticed aspect of the ongoing budget cutting is its potential impact on national data resources on children. The Committee believes it critical that children and indicators of their well-being not be omitted from the databases that constitute the nation's statistical system. We plan to work with Child Trends, Inc., and the National Research Council Board on Children and Families to monitor this situation. The NICHD funding of a 1997 child supplement to the Panel Study of Income Dynamics is good news on this front. The MacArthur group and the Urban Institute are both launching new data collections. The Society, through the Committee, should remain aware of such undertakings so that members will know about research opportunities and be able to make sure that children are made part of the agenda.

Private Funding

The private funding community, because it has not played a major role in funding research in child development, has not been on the Committee's agenda. However, there are several hundred private foundations concerned with children and families. The Committee has begun informing private funders about SRCD to increase awareness of the importance of research. Periodically, select issues of *SPR* are sent to private funders.

Collaboration with Science Policy Organizations

The Committee has also reached out, as a member, to the Consortium of Social Science Associations (COSSA, see related story on p. 10) and the Federation of Behavioral, Psychological and Cognitive Sciences because of their important role in science policy. The Committee was pleased to learn that the Society has upgraded its association with COSSA from affiliate to full member.

Washington Office of SRCD

The Washington, DC, office of SRCD, under the direction of Alan Kraut (at APS) and with an excellent support staff, continues to provide invaluable assistance to the Committee, particularly in the science policy arena. A distinct SRCD presence in Washington is crucial for maintaining the sustained attention to science policy that is necessary if *developmental* research is to remain on the agenda. Some "on-site" presence, like that provided by APS, is essential.

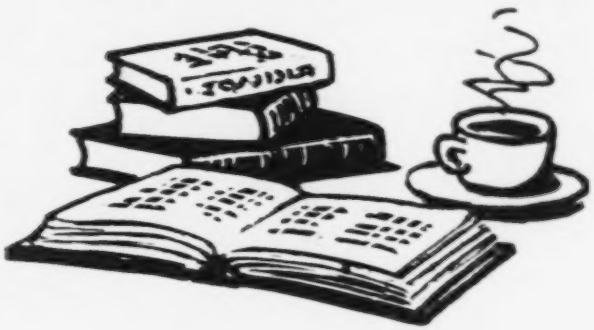
Using Research to Advance Policies for Children and Families

Recognizing that federal and state legislatures were making new policies with far-reaching implications for children, the Committee joined in the spring of 1995 with three other profes-

sional associations to prepare a series of "Research Briefs" related to pending legislative debates. Research was summarized and implications for policy described in five key areas: teenage pregnancy, poverty and welfare, child care, nutrition, and violence prevention. The other three organizations were Division 7 of the American Psychological Association, the International Society for Infancy Studies, and the Society for Research on Adolescence. The goal of this campaign was to educate voters, particularly in those states whose congressmen have sway over legislation relevant to children and families. The goal was not to affect the legislative process directly, but to make sure that legislators and lay people understand research findings.

This was the Committee's first systematic attempt to disseminate research information directly relevant to currently proposed policies for children. It was undertaken because of the great demand expressed by Society members at the 1995 biennial meeting that the Committee should address the policy changes being considered. This has launched a new area of activity for the Committee on behalf of the Society: increased attention to dissemination—to promote effective policy and to support child development research.

In order to promote the use of research in making effective child policy, the Committee must be able to monitor federal and local legislation. The Washington office does this effectively for science policy, but has less involvement in watching over legislation related to children, such as welfare reform. The Committee would like to establish a computer network for members interested in social policies for children and families as a companion to that on science policy. This network could be interconnected with numerous other computer networks with like concerns.



Reflecting this increased interest in child policy, the Committee organized a symposium, "The changing policy landscape for children" for the biennial meeting. Participants included Anne Petersen (Kellogg Foundation), who discussed the Children's Initiative being organized by the current administration; Martin Gerry (University of Kansas), who discussed health policies; Olivia Golden (ACYF), who discussed devolution; and Vonnie McLoyd (University of Michigan), who reviewed research on the impact of poverty on children. Larry Aber, Columbia University, and Deborah Phillips, National Research Council Board on Children and Families, were discussants. Cochairs Aletha Huston and Lonnie Sherrod moderated.

The Committee was also pleased that, following its suggestion, the Society joined the endorsers of the Children's Defense Fund sponsored "Stand for Children" on June 1 in Washington, DC.

Dissemination of Research on Child Development

Increasing Attention to Dissemination

Research on child development provides much critically useful information on parenting and family decision-making and on evaluating the programs and policies that serve children and families. Yet, such information is too frequently relegated to academic journals and is not disseminated to the public, to the staff of programs serving children, to evaluators of such programs, to policymakers, or to funders and others who work on children's behalf. Such dissemination not only has the potential to improve this work, but is critical to maintaining a strong national commitment to funding research on child development.

The purpose of a research organization like SRCD pursuing dissemination is to make information available to the full array of constituencies, public and private, that are concerned with children's well-being and to policymakers and funders who set priorities and research funding levels. Because researchers do not proceed from special interests or advocate for particular purposes or positions, they can assert a political neutrality that many other dissemination efforts cannot. For this reason, dissemination—"giving child development knowledge away," as former Committee chair Richard Weinberg described it—is a particularly useful service for an organization such as SRCD to undertake.

Broad-based dissemination, especially through the media, requires both specific expertise and a network of relevant contacts. Recognizing this reality, the Committee contracted a media specialist to publicize the information contained in the five research briefs described above. The goal of this media campaign was to disseminate research information as broadly as possible. We learned several important lessons from this campaign. First, even in a time of heightened legislative activity, the media are primarily interested in

research that is new and "ground-breaking." Even when known facts point to particular policy decisions or legislative direction, this is not sufficient to engage the media's attention. We must educate the media, the public, and legislators about the value of research-based information.

Second, locating researchers who can serve as spokespersons to the media in specialized fields is a challenge. Media want personal contacts—for local situations, a local contact. We plan to develop a network of SRCD members across the country to serve as this resource. We also want to arrange training for researchers interested in fulfilling this role.[2]

With these lessons in hand, the Committee has secured private funds totaling $25,000 to explore strategies for systematic dissemination on a continuing basis. Grants have been obtained from the Packard Foundation, Foundation for Child Development, and Kaufmann Foundation.

Goals

At its fall 1996 and 1997 meetings, the Committee clearly identified three goals for its dissemination efforts: (1) to make research available to the public and to policymakers that is relevant to pending policy decisions; (2) to promote the importance of research to the public and to policymakers in order to maintain its funding base; and (3) to instill broad public interest in developmental research by disseminating new and especially intriguing findings. Some efforts may contribute to all three goals: the dissemination effort at the 1997 biennial meeting, described below, is one such example. Others may contribute to a single goal: the research briefs on child policy are an example.

1997 Meeting

The Committee took advantage of the 1997 biennial meeting, this being the first time the Society had met in DC in a long time. We worked with the Program Committee cochair, Nora Newcombe, to plan media coverage of the meeting.

Melissa Ludtke, a writer and private media consultant, was contracted to identify and summarize topics, prepare press packets, send them to several hundred journalists, arrange a press briefing at the meeting, and monitor a press room at the meeting. Melissa worked closely with Nora throughout. This effort was a tremendous success. Many media representatives attended the Friday press briefing. A description of this event appears in the *Social Policy Report* (1997, vol. 11, no. 1).

Continuing Dissemination

The Committee is very pleased with the success of its ad hoc dissemination activities and believes that dissemination should become a continuing activity of the Society. At its fall 1997 meeting, goals were clarified and a set of recommendations drawn up for Governing Council. A subcommittee was formed to further dissemination within the Society.

Directory of Public Information Activities

A directory of approximately 80 centers and organizations across the country that are concerned with the dissemination of scientific knowledge to nonscientific audiences was completed and circulated to the directors of these organizations and to select private foundations. The directory represents the first systematic effort by the Committee to establish contact with the many national and regional efforts across the country oriented "to giving child development knowledge away." The directory is currently undergoing revision.

Other Program Activities

Collaboration within SRCD

The Committee is committed to keeping SRCD members informed of its activities and in soliciting members' opinions on new activities. It reports on its activities periodically in the *Newsletter*.

A number of Society members not on the Committee are involved in topically focused subcommittees. During the past year, Joy Osofsky initiated a subcommittee on violence; former student member Joshua Brown is collaborating with her on this project. Lawrence Aber, before he joined the Committee, worked closely with the subcommittee on dissemination. And more than a dozen Society members assisted with preparation of the research briefs.

Additionally, the *Social Policy Report* makes an important, continuing contribution to communication with the Society's membership. It has begun including announcements and commentaries to keep members informed on policy matters.

Governing structures are the final mechanism by which the Committee fosters collaboration within the Society. A committee composed of SRCD committee chairs is an important mechanisms for collaboration. The Committee collaborates with both the Program and Publications committees on plans for biennial meetings and policy coverage in the Society's journals. A newly formed subcommittee on interdisciplinary training, which is planning a summer training institute, involves a representative from this Committee (Lindsay Chase-Lansdale).

Social Policy Report

The Committee plays an advisory role for the *Social Policy Report* and in past years has

worked with its editor, Nancy Thomas, in clarifying and specifying its purpose, procedures for submission and review, and appropriate audience. This Committee, along with the Publications Committee, tracks the choice of topics and flow of issues and assists Nancy where needed.

The Washington office continues to distribute the *Report* to congressional staff, journalists, and other non-SRCD readers, and occasionally issues are sent by Lonnie Sherrod from the Grant Foundation to private funders concerned with children and families.

SRCD Policy Fellowship Program

The SRCD policy fellowships, originally initiated by private funders, have become a cornerstone of the Society's efforts to integrate research and policy. The move from congressional to executive branch fellowships (in 1991), although initially driven by funding considerations, brought a successful redirection of the program. Fellows in the various executive branches, unlike the preceding congressional fellows, are guaranteed involvement in child developmental issues by virtue of the child-oriented mission of the sponsoring agency. They are exposed to a broad array of governmental activities, including policymaking, funding and science policy, and the design and evaluation of social service programs. Fellows, in turn, provide a valuable service to the agencies, who bear the bulk of the fellowships expense.

Six developmentalists have completed fellowships at ACYF (Karen Anderson, Senobia Crawford, Marsha Liss, Martha Morehouse, Gilda Morelli, and Helen Raikes), three at NICHD (Kim Boller, Natasha Cabrera, and Lisa Bridges) and one at NIMH (Marilyn Aten). Four fellows are in place for the 1997–98 year: Daniel Berch (NICHD), Cheryl Boyce (NIMH), Natasha Cabrera (NICHD), and Kelly Henderson (U.S. Department of Education).

Evaluation of the Executive Branch Policy Fellowship Program is somewhat premature, given the newness of the program and the relatively small number of fellows to date. Nancy Thomas has completed an overview of SRCD's fellowship programs and reports from interviews that the 60 fellows, who have participated since 1978, report overwhelmingly positive experiences. A major constraint is the lack of information on applicants who did not participate. The Washington office is therefore now maintaining information on regretted applications as well as participating fellows to allow for a more substantial evaluation in the future when the cohort of fellows is somewhat larger.

A subcommittee has been formed to further review the fellowship program—congressional and executive branch—with an eye to proposing recommendations to the Committee and Governing Council about what SRCD should ideally be doing in this area. There is some sentiment among Committee members that private philanthropy might once again be ready to entertain a new breed of fellowship.

Additionally, the Committee is exploring other ongoing social policy fellowships at local and regional sites. Member Lindsay Chase-Lansdale is especially familiar with this area, having produced with Rachel Gordon, *The Resource Guide to Careers in Child and Family Policy*; she also directs one of the major summer fellowship programs for graduate students.

Student Participation

With the addition of a student representative to the Committee (first, Amy Susman-Stillman, University of Minnesota; then, Joshua Brown, Columbia University; and currently, Ann Marie White, Harvard University), attention to student involvement has dramatically increased (see related story, "Students develop," p. 11).

Special Projects

From time to time, the Committee organizes activities around particular topics to take advantage of opportunities to address policy needs, to disseminate information, to address needs for research, or to communicate specific research findings. The Human Capital Initiative has presented one such opportunity for the Committee to contribute to a diverse agenda relevant to its mission. The subcommittee on violence being developed by Joy Osofsky and former student member Joshua Brown is another example.

[1]Committee members for 1997–98 are Lawrence Aber (Cochair, 1997–99), Mark Appelbaum (Governing Council representative), Ann Marie White (student), Ana Marie Cauce, Lindsay Chase-Lansdale, Greg Duncan, Connie Flanagan, Vivian Gadsden, John Hagen (ex officio), Donald Hernandez, Aletha Huston (Cochair, 1995–97 and Governing Council representative), Alan Kraut (ex officio), Deborah Phillips, Steven Reznick, Lonnie R. Sherrod (Chair, 1993–95, Cochair, 1995–1999), Nancy Thomas (ex officio), Carolyn Zahn-Waxler (Governing Council representative). 1997–98 fellows: Daniel Berch (NICHD), Cheryl Boyce (NIMH), Natasha Cabrera (NICHD), and Kelly Henderson (U.S. Department of Education). Other SRCD (ex-officio) representatives: Frances Horowitz, Michael Rutter, and Patricia Settimi.

[2]SRCD member Robert McCall has written about the importance of the communication between researchers and policymakers, including a chapter in the Committee-produced *Handbook on Legislative Testimony*.

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News from the Executive

Natasha Cabrera

I will never forget the day I found out I got the SRCD Fellowship. The news was delivered to me by someone who had encouraged me to apply; without that encouragement, I doubt I would have applied. I remember my anticipation at the prospect of being in a place where learning would be the goal of work experience. And so my fellowship year began with a lot of excitement, and many unknowns. I chose to focus on policy and research issues of child and family well-being as they relate to the mission of the Demographic and Behavioral Sciences Branch at the National Institute of Child Health and Human Development. I spent the first six months of my fellowship attending seminars, meetings, and conferences that featured cutting-edge research as well as insightful presentations on policy developments and the implications of both policy and research for the well-being of children and their families.

Natasha Cabrera, current SRCD Fellow at the National Institute of Child Health and Human Development

Attending these events gave me a sense of the complex dynamics of policy and research. Policymakers have different needs, time lines, and concerns than researchers, and they deal with many factors in their decision-making. Scientific knowledge is only one variable in that process. A major challenge for the policymaker in coming to informed decisions about children is to assemble the many puzzle pieces of the social, economic, and demographic influences that affect development. Researchers, on the other hand, do not always draw out the policy implications of their findings.

To address the challenge of bringing science and policy together, I have been involved in launching a unique new initiative whereby many federal agencies are collaborating with one another and with researchers to develop a comprehensive research agenda that can address policy and research issues related to children and families. One goal is to stimulate basic research and to develop a science of normative development of children from different ethnic, cultural, and socioeconomic backgrounds. This project has generated enough interest and support that my term has been extended for a second year.

Attending these events gave me a sense of the complex dynamics of policy and research.

I would like to tell you a little bit about this project. It is titled *The Science and Ecology of Early Development 2000* (SEED 2000) and is designed as a collaborative effort within NICHD and across other federal agencies and other public and private institutions. It has the potential to establish a research agenda that has both scientific integrity and great relevance to policymakers.

Joan Lombardi, the former associate commissioner of the Child Care Bureau, was an important catalyst in the development of SEED 2000. She made a strong plea for collaboration between researchers and policymakers to focus on how public programs interact with family process to form a developmental context for children. About a year ago, Duane Alexander, director of NICHD, convened a small staff meeting to determine the most appropriate and efficient way to meet this goal. It was decided that the Demographic and Behavioral Science Branch and the Child and Health Branch in collaboration with the Intramural program in NICHD and other in-

Branch Policy Fellows

terested parties from within and outside NICHD would give life to this initiative. We have been busy since then shaping this initiative, defining its boundaries, deciding on projects that should be funded, and working diligently at keeping the members of the collaboration glued into a coherent whole. Despite everyone's good intentions and willingness to make it work, collaborations take a long time to get established. SEED is no exception, but in the short time of its existence we have made important progress.

THE OVERARCHING GOAL OF SEED 2000 is to take stock of what we know about the normative development of children in poverty, identify areas of research that have been neglected, stimulate this new science, and provide leadership by encouraging researchers to think about new directions. A central mission of SEED is to bridge the gap between researchers and policymakers. Activities should include more than just translating research for policymakers' use; the initiative should also have the capacity to guide and inform the questions that researchers are seeking to answer. The aims of SEED 2000 are to

(1) develop a new holistic science of early child development,
(2) stimulate and promote research that has policy implications,
(3) create opportunities to disseminate findings in a timely manner, and
(4) provide training opportunities for young researchers interested in this area of research.

To date, SEED has engaged in several activities. We have held meetings of top scholars in various fields to ask their advice and guidance as we shaped an agenda. Participants at these meetings focused on the multiple contexts of children's development, including family relations, child care, neighborhood, culture, and policy. From these conversations emerged the parameters of SEED: it should be broader than any categorical interest, interdisciplinary within NICHD, collaborative among federal agencies, and inclusive of policy-based researchers and institutions outside the government. SEED is organizing a policy/research meeting to be held in the spring that promises to be exciting. The focus of this meeting will be child care subsidies and regulations, especially as they relate to quality of care. This meeting aims to showcase emerging research that can tell us something about the effect of regulations on the quality of care provided. This comes at a time when President Clinton has announced his intent to allocate more federal funds to child care regulation.

So, in essence, my fellowship and the opportunities it has provided me have helped me shape and redefine my personal and professional goals. I have been lucky and fortunate to be where I am. In this time I have gained tremendous insights into the applicability and shortcomings of developmental theory in the context of a child population of growing diversity. This experience has highlighted the key role that excellent research and informed policy play in ensuring that children have the opportunity to fulfill their potential for a healthy and productive life.

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Budget Agreement, Spending Increases, and Focus on Accountability

The following story comes from the biweekly newsletter of the Consortium of Social Science Associations (COSSA). The Society for Research in Child Development is a member of COSSA. The Consortium is an advocacy organization promoting attention to and federal funding for the social and behavioral sciences. Working with Congress and Executive Branch agencies, COSSA serves as a bridge between the academic research community and the Washington policymaking community. Among its activities are congressional seminars that present the results of social and behavioral science research and an annual meeting at which representatives from the COSSA membership interact with Washington policymakers.

With Congress returning to DC for the next session and the president and vice president gearing up for the remainder of their term, a look back at the political year in Washington can be instructive. It was clearly a year dominated by an agreement to balance the budget by 2002, even though an expanding economy may preempt the agreement by balancing the budget sooner. The pact between the president and Congress also allowed appropriations to rise and taxes to go down. In addition, a four-year-old law became the focus of agency activities and congressional oversight.

The year began with continuing tensions over efforts to balance the federal budget. The Republican majority in Congress still sought a constitutional amendment to force the issue, while the president presented a budget that, he claimed, would produce a surplus in 2002. His critics accused him of backloading the spending cuts necessary to reach that goal at the end of the period when he would no longer hold the presidency. The Congressional Budget Office (CBO) predicted a FY 1997 deficit of around $165 billion.

In early May, CBO decided that the deficit for FY 1997 would only amount to $65 billion and that the federal deficit would be $225 billion less in the next five years than previously anticipated. This served as the impetus for the deal between the White House and Congress to balance the budget, through some entitlement reform, limits on discretionary spending, and tax relief. The details were left to the appropriating and tax writing committees of Congress.

By the time that process ended in early November, the FY 1997 deficit turned out to be only $23 billion, the lowest fiscal year deficit in 25 years. This allowed spending on domestic programs to rise by almost 9%, the largest increase in these programs in eight years. By contrast, defense spending rose by a little over 2.2% from last year's levels. Policymakers began scheming on how to spend a surplus that might occur next year. Already, legislation has been introduced to double funding for NIH in five years and for other science agencies in ten years. A report to the president's Committee of Advisers on Science and Technology has called for spending $1.5 billion a year on education research.

This increase in domestic spending allowed the two major science agencies, the National Institutes of Health and the National Science Foundation, to receive 7% and 5% increases, respectively, over their previous year's funding. Education programs, a presidential priority, did remarkably well both in spending decisions and in the enactment of a new set of tax provisions to help people finance higher education.

Government Performance and Results Act

The past year also saw an obscure law that was passed in 1993 jump to center stage. The intention of the Government Performance and Results Act (GPRA) is to force government agencies, through strategic plans and performance measures, to justify their expenditure of taxpayer money. On September 30, all agencies presented their strategic plans to Congress; the House Republican leadership has graded most of these plans as failing to meet GPRA requirements. (The Departments of Education and Transportation and the National Science Foundation were judged the top three.) In February, the agencies, with the release of their FY 1999 budget proposals, will present performance plans that will include outcome measures and attempt to explain how budget expenditures will relate to these measures. The agencies that support basic research are trying to convince the GPRA judges, the Office of Management and Budget and the Congress, that the results of the programs they support need to be measured differently. Although some have viewed GPRA as another in a long line of government attempts to impose efficiency—Zero Based Budgeting; Management by Objectives; Planning, Programming and Budgeting—the agencies have been pushed hard to

meet the deadlines. In addition, during NSF appropriations hearings in the Senate, Sen. Kit Bond (R-MO), chair of NSF's spending subcommittee, made it clear that he wanted measurable results and performance guidelines for NSF's major new initiative, Knowledge and Distributed Intelligence.

Other major issues included a still unresolved dispute over the use of sampling in the 2000 Census. Most of the Republicans oppose sampling. The White House vetoed a supplemental appropriations bill that included a ban on sampling and threatened to veto the regular Commerce appropriations bill on the issue. A compromise for the moment has been worked out, but the issue will surely be revisited in the next budget cycle. The Office of Management and Budget also revised its directive on race and ethnicity. For the first time Americans will be able to check off more than one response to the race question on the 2000 Census and other federal statistical surveys.

Discussed, but not enacted, in 1997 were a series of bills to reauthorize a number of agencies and programs. These included the National Science Foundation, Higher Education Act, the research programs at the Department of Agriculture, and juvenile justice programs. All of these will be taken up again in 1998.

House Science Committee Seeks New U.S. Science Policy Rationale

The House Science Committee initiated another attempt to redefine U.S. science policy. Rep. Vern Ehlers (R-MI), Ph.D. physicist, was put in charge of this effort. Using the new technology of the World Wide Web, the committee hopes to generate input from many sources. House Speaker Newt Gingrich (R-GA) told the committee to develop "a mission large enough to mobilize a nation."

Two White House initiatives have focused the social and behavioral science community to provide input and expertise. The initiative on race has led the American Sociological Association to shepherd an effort to provide research results dealing with the many aspects of this topic. The children's initiative has become the basis for research activities across a myriad of federal agencies with contributions on agenda setting from the community.

During 1997 a lot of discussion was engendered on the issue of infrastructure and databases in the social and behavioral sciences. In addition, Congress slapped NSF on the wrist for supporting a study they did not like. The "Candidate Emergence Study," funded by the political science program, became the focus of controversy during the appropriations process because some members believed it was encouraging people to run against incumbents. The study, certified by NSF's inspector general as meeting all the requirements for NSF funding, follows a long established line of inquiry into candidate recruitment decisions. The House, in a somewhat symbolic move, reduced NSF's appropriation by the cost of the study. This reduction, however, did not make it into the conference report.

With predictions that the mostly harmonious relations between the president and Congress that existed in 1997 will not be repeated in 1998, Washington will grow more contentious as an election year begins and the biennial fight for partisan control of the legislative branch takes center stage. In addition, the jockeying for presidential nomination politics will hover over many issues for both parties. Welcome to 1998!

Students Develop a Policy Network

Ann Marie White

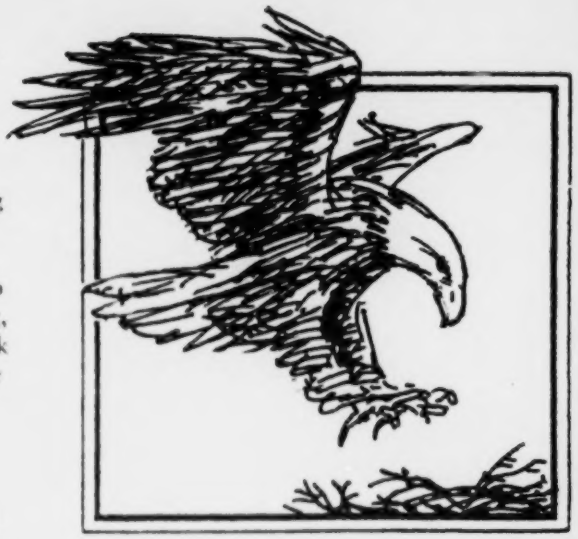
A 1996 survey of the 1,150 student members of SRCD indicated that over 10% share a desire to combine research and policy interests and wish to become involved in the student policy network. We are currently working to advance this network and to encourage SRCD support of training for students interested in research and policy.

Background

In 1993 SRCD's Committee on Child Development, Public Policy, and Public Information welcomed Amy Susman-Stillman (then graduate student) to the committee as a way of fostering student involvement in the Society's policy-related activities. The network was conceived that same year when Amy began meeting students who shared similar research and policy interests during her summer fellowship with Putting Children First at the Center for Young Children and Families, Teachers College, Columbia University. In 1995 Joshua Brown, the next student representative to the committee, continued expanding SRCD's student policy network. The current representative, Ann Marie White, has just begun her two-year term.

What quickly emerged as the network gained momentum were activities aimed at student interchange and efforts to bridge social science research and public policy. Network mem-

bers first organized an invited conversation hour and a student symposium on poverty, education, and public policy held at the 1995 biennial meeting in Indianapolis. The invited conversation hour formed the basis of an SRCD *Social Policy Report* authored by eight network members. This report describes graduate training and career options for policy-relevant work (Susman-Stillman, Brown, Adam, Blair, Gaines, Gordon, White, & Wynn, 1996).* In addition to another social hour at the 1997 biennial meeting, recent activity has focused on expanding network membership to graduate students throughout the SRCD community.

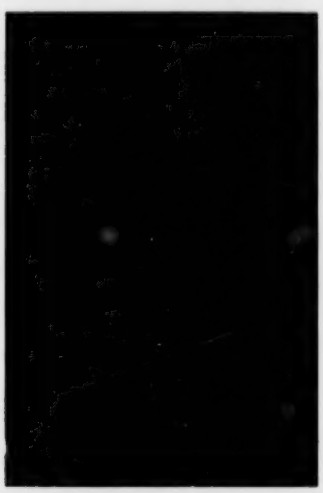


CURT CARPENTER ILLUSTRATION

Looking Ahead

Our vision for the expanded SRCD Student Policy Network is one of sharing and learning, from and with each other, about the connections between research and policy. We hope to foster collaborative efforts among students and between students and society members.

We have recently undertaken to learn more about all network members, to help us develop the network in ways that can best serve interested students. The current 160-plus members show considerable diversity—in geographic location, academic discipline, and training experiences. Our members are located across the United States and abroad; they can be found in academic programs beyond the subdisciplines of psychology, such as anthropology, education, epidemiology, law, pediatrics, public policy, and sociology. Members are also at various points in their training—in undergraduate and graduate programs, and in postdoctoral positions. This diversity provides a critical foundation for supporting the production of policy-relevant research informed by a multidisciplinary perspective and our collective experience.



Ann Marie White, graduate student at Harvard University and student representative to the Committee on Child Development, Public Policy and Public Information

We are also in the process of creating an infrastructure for within-network communication and dissemination. This year we plan to circulate a membership directory among our student members. We are now learning about members' policy-relevant areas of interest with the aim of forming interest-specific groups for collaboration as well as lists for targeted dissemination of substantive materials. We are also currently designing a web page to be linked to SRCD's home page (www.journals.uchicago.edu/SRCD/srcdhome.html). Eventually, we would like our web site to support an electronic discussion group and/or news group and to provide links to other policy-relevant internet resources. We plan, further, to circulate a newsletter to apprise our student members of the Society's ongoing efforts to promote the connections between social science and public policy.

Getting Involved

While the network's name refers to "students," membership is also open to those at *later* points in their training—those in postdoctoral or other beginning-career positions. If you are interested in joining and/or know someone who is, signing up is simple. We ask potential members to supply (1) their current contact information, (2) their substantive research and policy interests, and (3) the kinds of activities or programs they would like the network to sponsor and whether they are willing to contribute to these efforts. If interested, please request via e-mail the short set of questions we are asking new members to answer. We also welcome comments and suggestions from the Society's professional members.

Continue to look for more updates about the student policy network in future issues of the SRCD newsletter!

Ann Marie White
Student Liaison to SRCD's Committee on Child Development, Public Policy and Public Information

Joshua Brown
Former Student Liaison to SRCD's Committee on Child Development, Public Policy and Public Information

*Susman-Stillman, A., Brown, J., Adam, E., Blair, C., Gaines, R., Gordon, R., White, A. M., & Wynn, S. (1996). Building research and policy connections: Training and career options for developmental scientists. *Social Policy Report, 10*(4), 1–19.

Report from Washington

Alan G. Kraut and Sarah Brookhart · *SRCD Washington Office*

In the past several columns, we've featured profiles of federal science agencies that support child development research. In this issue, we look at the broader funding context in which those agencies operate—the annual process which determines the budgets and how much money is available for grants.

First, a quick civics rehash: The budgets of the National Institutes of Health (NIH) and the National Science Foundation (NSF), which together fund the vast majority of federal extramural grants in child development research, are determined annually through a multistep process involving the agencies, the White House, and the U.S. Congress. The process begins when the president sends a budget request to Congress, where it goes through subcommittees and committees in both the House and Senate, gets voted on by the full House and Senate, and ends when Congress passes a final budget and the president signs it. Each step along the way involves intense political wrangling and, recently, the competition among agencies has been made more difficult by budget deficit reduction goals.

National Institutes of Health

For fiscal year (FY) 1998, which began on September 1, after several years during which not being cut or eliminated was seen by many agencies as something of a victory, Congress gave NIH an amazing 7.2% increase. This brings the total NIH budget to $13.6 billion, which is $900 million more than last year. Many of our favorite institutes (i.e., the ones that support a lot of behavioral and social science) fared even better than average, and those that didn't are still getting huge increases. See the chart below.

The process started with a request from the president for a 2.6% ($337.4 million) increase over FY 97. Traditionally, the administration's request for NIH starts low, assuming that Congress will want to increase it. That's a fair assumption these days, since many influential leaders in Congress have been talking about doubling the NIH budget. But this tradition may or may not hold for FY 99. The president reportedly will be starting out at a higher level this time, asking for something like an 8% increase, so if the past holds true, we could see an unprecedented jump in the NIH budget for FY 99.

Show Us the Money

Now that these agencies have all this money, we need to make sure a fair portion of it goes to child development and other behavioral and social science research. That process actually starts when the budget process starts, and we work throughout the year with congressional offices to promote various behavioral and social science research initiatives. Following are excerpts from the congressional appropriations reports that accompanied the FY 98 NIH budget. In those reports, the lawmakers spell out their priorities to the agencies. As you can see in the items on the next page, behavioral science received significant attention in the FY 98 budget. (These particular excerpts are from the House, but similar things were said in the Senate.)

The bottom line: things are looking good both in the dollar figures and in what Congress is asking NIH and NSF to do with those dollars. So keep those grant applications coming!

FY 98 Budget for Selected NIH Institutes

(in millions of dollars)

	FY 97	FY 98	$ increase	% increase
NIMH (mental health)	700.7	750.2	49.5	7.06%
NIAAA (alcohol)	211.3	227.2	15.7	7.4%
NIDA (drug abuse)	490.1	527.2	37.1	7.5%
NICHD (child health)	631.6	674.8	43.2	6.8%
NINDS (neurological)	729.3	780.7	51.4	7.04%
NIA (aging)	484.3	519.3	35.0	7.2%
NINR (nursing)	59.6	63.6	4.0	6.7%

Excerpts from House National Institutes of Health Fiscal Year 1998 Appropriations Report

Training. The [Appropriations] Committee understands that the Office of Behavioral and Social Sciences Research is providing support to individual institutes to supplement their National Research Service Awards (NRSAs) for behavioral science researchers. The Committee is encouraged by this initiative, and sees it as a step in a broader, NIH-wide strategy for implementing the recommendations of the National Academy of Sciences. [Note: The NAS recommended that NIH increase its support of behavioral training by one third.]

Young Investigators. The Committee is pleased that three institutes—NIMH, NIDA, and NIA—have established small grant mechanisms for young investigators in behavioral science research. The Committee continues to encourage other institutes to develop mechanisms similar to these Behavioral Science Track Award for Rapid Transition (B/START) programs.

National Institute of Mental Health. The Committee is aware that NIMH is undergoing a reorganization to improve connections between basic and clinical research and links between disciplines, and to reflect promising new directions in mental health research. The Committee applauds this approach and views it as consistent with past Committee efforts to encourage NIMH to implement its national advisory council's report on behavioral research and to encourage new mechanisms to develop basic behavioral researchers who are sensitive both to clinical and biological issues. The Committee looks forward to the NIMH director's update of these issues for the Committee.

National Institute on Drug Abuse. The Committee commends NIDA for its pursuit of a behavioral science research portfolio to investigate such important questions as why people initiate drug use and why some become dependent on drugs. The Committee commends NIDA's recent efforts to increase the number of cognitive scientists studying issues relating to drug abuse, including the impact of drugs on learning and memory.

The Committee is pleased with NIDA's **child and adolescent research initiative** and encourages additional research on the basic behavioral factors in processes such as peer pressure and decision-making at these age levels. The Committee also encourages NIDA to investigate the impact of drugs of abuse on the brains of young people. The effects of long-term drug use on development and behavior as well as the increased risk for HIV infection have a particularly devastating impact on our youth.

National Institute on Alcohol Abuse and Alcoholism. The Committee is pleased to learn that NIAAA is exploring ways to expand and strengthen its behavioral science portfolio and in particular that it is investigating the potential contributions of research in such areas as behavioral genetics, responses to stress, developmental psychology, cognitive science, organizational behavior, evaluation and methodology, and motivation and craving. [Note: NIAAA Director Enoch Gordis led a brainstorming session with NIAAA staff and prominent psychologists on exactly these topics at the recent American Psychological Society Convention, and NIAAA will be convening a number of technical workshops that will result in Requests for Applications (RFAs) in several of these areas.]

National Science Foundation

NSF received a 5% increase over FY 97, to $3.426 billion, which is an increase of $179 million for FY 98. Within that, the category of Research and Related Activities was given just below 5% over FY 97 ($114 million more, bringing it to $2.546 billion). This increase will be allotted by NSF across the various directorates, including the Social, Behavioral and Economic Sciences directorate. The president's request for NSF overall was 3% ($97 million) over FY 97.

In past years both the House and Senate have been supportive of NSF's behavioral and social science directorate, and of the Human Capital Initiative, which is a national behavioral science research agenda developed by outside organizations (including SRCD) and adopted by NSF. This year, on the Senate side, behavioral science, psychology, and the Human Capital Initiative were among the very few areas in all of NSF that the Senate specifically encouraged in its report on the FY 98 appropriations for the agency. The Senate wrote:

> The [Appropriations] Committee continues its strong support for NSF's directorate in the behavioral and social sciences, which has made impressive strides since its establishment. These include the development of the Human Capital Initiative which guides funding priorities by tying basic research to national concerns which have behavior at their core. The Committee understands that the Foundation sponsored a workshop on basic research in psychology that should guide Human Capital support in cognitive science, social and developmental psychology, and multi-disciplinary research that crosscuts with biology, engineering, education, physics, and others. The Committee applauds this effort and looks forward to hearing about accomplishments of the Human Capital Initiative in the FY 99 appropriations process.

ANNOUNCEMENTS

CONFERENCES

The American Association of Family and Consumer Sciences will hold its 89th annual meeting in Atlanta, June 27–30. For more information, contact the AAFCS Annual Meeting Department at (703) 706-4600.

The American Psychological Society will hold its annual meeting in Washington, DC, May 14–21. Contact Melanie Weiner at (202) 783-2320 or e-mail mweiner@aps.washington.dc.us

The 24th International Congress of Applied Psychology, hosted by the American Psychological Association (APA), will take place August 9–14 in San Francisco just prior to APA's annual meeting, August 14–18. The program will feature individual and group presentations on a wide range of topics in applied psychology. Deadline for early registration is April 1. Contact Congress Secretariat, APA Office of International Affairs, 750 First Street, NE, Washington, DC 20002-4242, fax (202) 336-5956, or e-mail icap@apa.org For information on the APA meeting, contact Candy Won at (202) 336-6020 or e-mail convention.office@apa.org

The Center for Developmental Science will host two small workshop/conferences in Chapel Hill in Spring 1998. The conferences are separate and each will award funds to cover the travel/living costs of participants.

1. The Interdisciplinary Conference on Health and Developmental Science will be held May 19–23. The conference is jointly sponsored with NIH (NINR) for junior faculty and advanced doctoral students involved in health-related research. Approximately 30 places and awards are available.

2. The First International Summer Institute on Developmental Science will be held May 23–30. The Institute is sponsored jointly with the STINT Foundation of Sweden for predoctoral and recent post-doctoral researchers. Four awards are available.

Contact the Center for Developmental Science at 100 East Franklin Street, CB #8115, University of North Carolina, Chapel Hill, North Carolina 27599. Applications due by February 15, 1998. Fax (919) 966-4520 or e-mail devsci@email.unc.edu or internet www.cds.unc.edu

The Learning Disabilities Association will hold a preconference symposium, "New Angles on Motor and Sensory Coordination" on March 11, at its 35th International Conference. Contact Audrey R. McMahon, phone (603) 778-8655, fax (603) 778-1215, or e-mail arm@nh.ultranet.com

A conference, **"Longitudinal Studies in Children At-Risk, Vienna, Austria"** will be held by the International Child Neurology Congress, Ljubljana, Slovenia, September 18–20. For information, contact Georg Spiel, Department of Child Neurology, Child Psychiatry, General Hospital Klagenfurt, St. Veiter Strasse 47, A-9020, Klagenfurt, Austria. Or fax +43 463 538 23019, e-mail gspiel@edu.uni-klu.ac.at, or visit website www2.mf.unilj.si/~velickovicsatlscr.htm

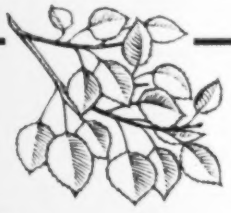
The Midwestern Psychological Association will hold its annual meeting in Chicago, April 30–May 2. The program includes invited addresses by Nathan Fox, Renee Baillargeon, Carol Dweck, Carolyn Rovee-Collier, Jeanne Brooks-Gunn, Claude Steele, and C. R. Gallistel; a symposium on children's gender-role development; and invited papers on children's language development. For further information see the MPA website at www.ssc.msu.edu/~mpa/

The Society for Research on Adolescence will hold its 1998 biennial conference February 26–March 1 in San Diego, California. For registration information, contact Darwin Eakins & Belinda Conrad, C/O EC Enterprises, Inc. P.O. Box 1793, 835 Louisiana Street, Lawrence, Kansas 66044-8793. Phone (913) 832-0737, fax (913) 832-2843, or e-mail sra@ece.lawrence.ks.us

WORKSHOPS/TRAINING

A 9-day interdisciplinary research training workshop on **Culture, Health, and Human Development** will be held in May in Mystic, Connecticut. Full support is provided by the National Institutes of Health for 20 social/behavioral and biomedical scientists. Selection begins January 21. Address inquiries to Culture, Health, and Human Development Research Workshop, School of Family Studies, University of Connecticut, Box U-58, Storrs, Connecticut 06269.

A Multidisciplinary Summer Institute on Developmental Science will be held May 19–23 in Chapel Hill, North Carolina. This NINR and NIH-funded five-day program is designed for young



FROM THE EDITOR

The winter 1998 *Newsletter* is the first under the new editor, Nancy Thomas. This present period is one of transition, as we consider electronic transmission or some combination with print. The editor welcomes your comments on how the *Newsletter* can best serve the SRCD membership—in form and in content.

The Society expresses its great appreciation to Claire Kopp who so ably served as editor of the *Newsletter* for the past six years. Over that time she brought readers a rich offering of interesting and informative articles on members, on research, on ideas. *Our thanks to you, Claire!*

The *Newsletter* is published three times a year. Submissions for the 1998 spring issue must arrive by April 1. Contact the editor: phone (970) 925-5516, fax (970) 544-0662, or e-mail ngthomas@umich.edu

investigators, junior faculty and advanced Ph.D. students in health-related and social science fields. Deadline for applications is February 5. Contact e-mail mmiles.uncson@mhs.unc.edu or contact Margaret S. Miles, Center for Developmental Science, University of North Carolina at Chapel Hill, CB #8115, Chapel Hill, North Carolina 27599-8115.

The University of Oxford Department of Experimental Psychology is offering a residential **Summer School on Techniques in Connectionist Modelling**, July 19–31 aimed at researchers who wish to exploit neural network models in their teaching and research. Contact Mrs. Sue King before January 31, by phone: (01865) 271353 or by e-mail: susan.king@psy.oxford.ac.uk

POSITION OPENINGS

Department head and professor opening; 12-month appointment, effective July 1, 1998, in Child and Family Studies in the College of Human Ecology at the University of Tennessee, Knoxville. Contact Dr. Charles Hamilton, chair, CFS Head Search Committee, The University of Tennessee, 115 Jessie Harris Building, Knoxville, Tennessee 37996-1900.

FELLOWSHIPS AND POSTDOCTORAL POSITIONS

The Institute for the Study of Child Development, Department of Pediatrics, Robert Wood Johnson Medical School, University of Medicine & Dentistry of New Jersey has a **postdoctoral psychology position** open for a full-time, two-year fellow with interests in studying brain and behavior with a special emphasis on imaging techniques. Fax inquiries to Michael Lewis, (732) 235-6189.

OTHER

The Society for Developmental and Behavioral Pediatrics (SDBP) is a national, interdisciplinary organization of 600 members. Our goal is to improve the health care of infants, children, and adolescents by promoting research and teaching in developmental and behavioral pediatrics. Contact Ms. Noreen Spota, Administrative Director, 19 Station Lane, Philadelphia, Pennsylvania 19118-2939, call (215) 248-9168, or e-mail nmspota@adol.com

The *Journal of Experimental Child Psychology* announces a call for papers for a special issue on the **Development of Mathematical Cognition**. Deadline for submission is June 1, 1998. Contact guest editor, Jeffrey Bisanz, Department of Psychology, University of Alberta, Edmonton AB, Canada T6G 2E9; e-mail jbisanz@psych.ualberta.ca or phone (403) 492-5258 or see www.apnet.com/www/journal/ch.htm

Data from Wave I of the **National Longitudinal Study of Adolescent Health** (Add Health) are now available to researchers. A public-use dataset containing a nationally representative sample of 6,500 adolescents enrolled in grades 7 to 12 during the 1994–95 school year is available from Sociometrics: e-mail socio@socio.com or phone (650) 949-3282. Wave II data are scheduled for release in winter 1998. Visit the Add Health website: www.cpc.unc.edu/addhealth, or contact Jo Jones, Add Health Project Manager, at e-mail: jo_jones@unc.edu or phone (919) 962-8412.

The Research Forum is a new initiative that encourages collaborative research to inform policy related to welfare reform and child well-being. This database of welfare and income security research is now on-line at www.researchforum.org

Important Notice

- Journals are not forwardable. If you do not notify us of a change of address, you will stop receiving your journals.
- Contact the SRCD Membership office if you have concerns or questions regarding your publications or your membership. The University of Chicago Press can not help you.

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Send to: Thelma Tucker, SRCD Membership, University of Michigan, 505 E. Huron, Suite 301, Ann Arbor, MI 48104-1522

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SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT NEWSLETTER

VOLUME 41, NUMBER 2
SPRING 1998

The Development of a Researcher and a Discipline

MARIAN RADKE-YARROW: AN INTERVIEW BY ROBERT CAIRNS[1]

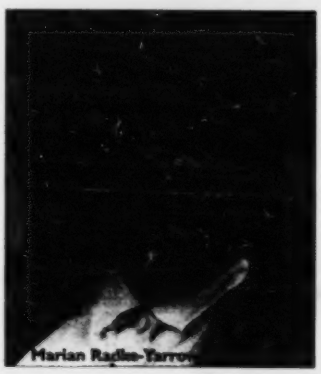
SINCE MARIAN RADKE-YARROW AND her colleagues were among the first to document the shortcomings of the interview to obtain information about the past, it seemed almost paradoxical to ask her to reconstruct her own career. But it was no paradox for Marian. In response to our inquiry about the important influences on her career in developmental research, she talked about her graduate training at Minnesota and the impact of Kurt Lewin during postdoctoral years at the University of Iowa and the Massachusetts Institute of Technology.

Radke-Yarrow: It probably began with some factors that have no bearing on anything, just happenstance. Or I wanted to go where somebody else was going. I can recall certain incidents that made me do something at a given point, and then, from there something else happens. . . . I don't like the idea of a path, because that sounds as if it's all there and you follow it.

There was an assignment in a graduate seminar at Minnesota, at a John Anderson seminar to discuss somebody who had been influential—you know, somebody in research. So I discussed Kurt Lewin. And it just so happened that he was visiting his daughter at the University of Minnesota. So I was introduced to him! And it just so happened that the person who was working with him—I think it was Tamara Dembo—was leaving. So he was looking for someone to be a research associate and did I want to join him? Why, that was a surprise. I hadn't planned on doing that; in fact, at that point I had applied to the medical school at Minnesota and so I was not really thinking about moving suddenly to Iowa to work with Lewin.

Cairns: You had already finished your M.A. at the Institute?

Radke-Yarrow: Oh, I had everything finished for the Ph.D. except the dissertation. But John Anderson thought I was too old to switch careers, because I was 24 [*chuckling*]. He was just advising. I don't say that in a negative way, but reflecting on it now, you know, when people change their careers at age 40, it seemed not so old! So, then I went to Iowa.


Marian Radke-Yarrow

Cairns: And what about your dissertation?

Radke-Yarrow: Florence Goodenough was my adviser, and my dissertation was on parent influences on young children. How did I ever get to that? That was at Minnesota, and Minnesota then was extremely empirical. And I don't know how I picked that topic. The Institute's strong emphasis on parent education and direct application of research probably influenced me. The preschool there was our laboratory, so one worked out something with preschool kids. And I thought we did some interesting things, because we were observing them and we were interviewing. We used a range of methods. Among the parents in my dissertation were Skinner and Hubert Humphrey [*laughing*].

Cairns: Hubert Humphrey's and B. F. Skinner's kids? Out of the baby box?

Radke-Yarrow: That's right. It was an interesting experience because I was writing a thesis under Minnesota mentors and while I was writing it, I went to Iowa. So I was under two very different influences at the same time. And if I said some-

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thing the way Lewin would have said it—like something is a function of something else—that didn't go anywhere at Minnesota. I had to change it. So it was interesting—not totally a pleasant or unpleasant experience just to get it to satisfy everybody.

Lewin wanted to talk about perceptions that parents had, and you didn't dare talk about perception at Minnesota or to learning theorists at Iowa. Remember, I had Sears [Robert R.] too, to think about; he was at Iowa then. He wasn't on my committee, but a thesis is passed around to be read and critiqued —and you don't talk about perceptions. It was quite an experience! [*laughing*]

Cairns: What kind of work did you do at Iowa with Lewin?

Radke-Yarrow: What in the world was I going to do at Iowa with my thesis topic? It didn't fit, and Lewin was so involved with inter-group and inter-ethnic things. I remember walking back and forth from lunch to the office day after day pondering this decision with him.

You know that intergroup relations were not my arena then. I was not very social-minded. And so I decided, well, I guess I can learn best what Lewin is about if I take this topic, if I think about this topic, and I guess that's the way it started.

And then Lewin's interests were not just inter-ethnic but inter-everything. Lewin was dealing with industry, labor, and management and so on. While I was designing a study of children's attitudes, I was running around to a factory project in Davenport. It had to do with how workers' opinions are influenced. This was really learning Lewinian ideas and procedures in practice and not out of books.

I remember Lewin brought in many different people. He had contacts with Marshall Field, for example. And so the first research grant was, I think, $5,000 from Marshall Field. It had to do with influencing people by lecture versus group decision. Margaret Mead was involved too. So the $5,000 went to "How are mothers influenced to use breast or evaporated milk?" [*laughing*]. We had groups of mothers in Davenport. I don't remember giving lectures on evaporated milk, but I remember analyzing data.

Cairns: It must have been an exciting group at Iowa.

Radke-Yarrow: It was a lively place in many ways. Very lively. Leon Festinger was there. And Bob Sears was there. Bob and Lewin got along reasonably well, I think. The dissonant note was Spence [Kenneth].[3] At the same time, the ASTP descended on Iowa. The ASTP was an Army training program. The Iowa program was training in psychology. I can't really give you the rationale for it, but male graduate psychology students were brought in in abundance. Norm Garmezy was one of them. They were pretty much with Spence and Bergmann [Gustav]. Remember, the philosopher? So that was fun. It was only a year and a half—a very short time. I left in February '45 to go with Lewin to MIT.

The MIT Years

Marian Radke was an instructor at the Massachusetts Institute of Technology from 1945 to 1947. Although two years was a short period, it proved to be extremely important for her and, as it turns out, for the development of modern social psychology. Through earlier conversations with John Thibaut and Harold Kelley, we knew that she played a key role in teaching Lewinian social psychology to persons who, in their own time, would shape the face of the discipline. Of course, this was no ordinary group of graduate students. They were hand-picked by Kurt Lewin, and most were World War II veterans who were older than the young woman who was their instructor.

Radke-Yarrow: It was always "*La-veen*" until we got to Boston, and they couldn't figure out how to say L-e-w-i-n other than "*Loo-in*" [*laughing*]. MIT was a very different organization then, and we were incorporated in the Department of Economics.

Cairns: And what about the seminar in Lewinian psychology that you taught?

Radke-Yarrow: Well, who was there depended on post-war timing. Wartime assignments were ended. Lippitt [Ronald] and Cartwright [Dorwin] came from Washington, and then the students came. Kelley [Harold H.] and Thibaut [John W.] and, oh my goodness, who were the others? Martin Deutsch and David Emory, and there were others.

Cairns: I know that John Thibaut thought the seminar was terribly important in his early career, and so did Harold Kelley.

Radke-Yarrow: They would always find it very much fun at APAs [meetings], when we'd meet somebody, to say I was their teacher. Sometimes when they saw me, they called out "Teacher, teacher!" [*laughing*].

Cairns: The story I heard was that you could describe and discuss Lewinian psychology more coherently than Lewin. Any truth to that?

Radke-Yarrow: In English? I was mainly substituting for him. He was always gone and running around. The first time I met Lewin back in Minnesota, I couldn't . . . well it was very difficult to understand his English. He was talking about things that I really did not know what he was talking about. I wasn't familiar with his group dynamics, because I had his earlier work in mind when I wrote my seminar essay, but he kept talking about "goop psychology," and all that I could hear was "goop," not "group." And I of course was thinking, "Gosh, what theory have I missed?"

But he was a wonderful person, oh dear [*laughing*]. He was wonderful.

Cairns: It was a small seminar at MIT, was it?

Radke-Yarrow: Well, it was the hand-picked group that came to the Center for Group Dynamics. And I don't really know how Kurt financed the Center. Some of the research was supported by the Commission for Community Interrelations in New York. It carried on the theme of intercultural, inter-ethnic research. Lewin had two quite separate fields of interest: ethnic-cultural issues and small group dynamics. My interest, which had begun to take form in Iowa, was in developmental questions of ethnic identity and attitudes. In the MIT setting, I began a project of studying the early attitudes and early sensitivities of children, in the Philadelphia public schools. And that turned out to be very interesting and successful, and actually it was entered in the Supreme Court decision [*Brown v. Board of Education*, 1954].

Cairns: On school desegregation?
Radke-Yarrow: Uh-huh. And Helen Trager worked with me on the book, *They Learn What They Live*. There was an earlier publication on *Social Perceptions and Attitudes of Children*. The children were from schools that differed in cultural/ethnic backgrounds. We had nice little picture interviews with, as I recall, kindergartners, first and second graders.
Cairns: The work seems consistent with Lewin's articles in the mid-1940s on prejudice and national stereotypes. How did he study this in Iowa City?
Radke-Yarrow: [*laughing*] Well, he didn't. There wasn't much variety to study. So he was delighted to go to places like Pittsburgh, Philadelphia, New York, and Boston. I remember he had contacts with Frank Sinatra, even, who, at that time, was very much interested in intergroup relations.
Cairns: What next?
Radke-Yarrow: Lewin died—very suddenly, and very early, at 57. And that did all kinds of things to the group at MIT. There was no leader; the Center was around Lewin. The small group dynamics people, as you know, went to Michigan. I wasn't interested in this field.
Cairns: Right, and it was more of an experimental small group methodology.
Radke-Yarrow: Yes, and the content was different.

Establishing a Career

Following Kurt Lewin's death in 1947, Marian Radke took a teaching position at Queens College in New York. Two years later, she married Leon Yarrow and they moved West. Leon had a research position in the medical school at the University of Colorado, and Marian taught at the University of Denver. The Yarrows returned to Washington, DC, in 1951. Linkages from the past continued to play a role in Marian's research career, including her appointment to the National Institute of Mental Health (NIMH) a few years after it was established. During the years in Colorado she gained a new appreciation for psychoanalytic theory.

Cairns: Have you done much teaching?
Radke-Yarrow: There was the Lewinian course at MIT, from '45 to '47. I was at Queens for a year, and at the University of Denver for 2½ years. When I left Boston to be married, I went to Colorado. I finished various pieces of research . . . writing and then teaching personality theory. I don't get all fired up teaching, that's for sure.
Cairns: That was a big move to come back to Washington from Colorado.
Radke-Yarrow: Hard in some ways. Beautiful, I loved the place, you know I loved its natural beauty. I learned a lot there, too. Did you know John Benjamin, or did you know of him? He was a psychiatrist/analyst who was on the U of C faculty. I learned a lot from him.

Lee was working with Benjamin, and so there was a lot of contact. I got an appreciation of psychoanalytic theory in research. John was also very much into Rorschach analysis. I can't say it was mentoring, because he wasn't a mentor in the formal sense, but I had not had this exposure at Minnesota or anywhere else.
Cairns: This is very interesting because some of the essential ideas of analysis—the neo-analysis of interactionism—concern attachment and adaptation.
Radke-Yarrow: I liked John Bowlby very much. I didn't have a lot of contact with him, but he visited here twice, and then they had this celebration for him at Tavistock on his 80th birthday. I gave a plenary address at it, and I'm sure he had invited me. I remember talking to him after the celebration was over, and he was so—what do I say—insecure. The question I remember he asked was "What do you think the analysts in Europe will think of me now?" It was a question that was painful in a way.
Cairns: Attachment carried too far?
Radke-Yarrow: I don't know the details of this, but he was not one of the psychoanalyst's inner-circle. I just remember that in the midst of a conversation the question was startling. Why should he be concerned with what they thought? I found Bowlby, Michael Rutter, and Robert Hinde very important in my thinking. All three of them have been significant influences. Who were the parallels in American developmental psychology? I don't mean to say there weren't influences, but I can't locate them in specific people in the same way.

Early Contacts and Later Interests

Since this interview focused on Marian Radke-Yarrow's intellectual and research career, we gave only modest attention to her personal background. That was another paradox, since she has consistently emphasized the importance of understanding lives in context. In the course of the interview, personal connections were mentioned which may have been enormously important in her career. The concern with attachment is a case in point. John Bowlby was influenced in his model of attachment by both American comparative psychologist Harry Harlow and British ethologist Robert Hinde. Marian's husband, Leon J. Yarrow, was himself an influential voice in understanding the effects of early separation and adoption on attachment processes in infants. So it may not be surprising to learn that puzzles of attachment have continued to be a theme in her research to the present.

Lt. Feshbach is another story. His assignment to protect Radke-Yarrow in visits to Army prisons post–World War II probably illustrates what she meant by the "happenstance" events of life. Seymour and Norma Feshbach separately evolved their highly influential research programs on empathy and children's affect at Pennsylvania and UCLA, while Marian Radke-Yarrow shaped the NIMH Laboratory of Development and Psychology to focus upon the development of "prosocial" and protective patterns in children.

Cairns: Where did you grow up?
Radke-Yarrow: I was born in Horicon, Wisconsin, a little town famous by the fact that it has an enormous National Wildlife Preserve. I was born on the edge of the Horicon Marsh, with its 40,000 acres of wildlife. I grew up there, and went to the University of Wisconsin and the University of Minnesota.
Cairns: Your academic major?
Radke-Yarrow: As an undergraduate, psychology and sociology. We had all those great old names in sociology—

E. A. Ross, John Gillin, Kimball Young. And Harlow was an instructor in psychology. Harry Harlow. So Harry and I continued to have a lot of contact over the years. Actually, Harry got a job—I shouldn't say it this way—but he got a job for me as a civilian in the Army here [Washington, DC] in HUMRRO [Human Resources Research Office]. I was in this agency studying AWOL soldiers which I didn't find very fascinating. In that era, in order to collect the data, I had to have an Army guard, and you know who it was? Seymour Feshbach!

Cairns: Sy?

Radke-Yarrow: This was in the Army, and I had to go into the—stockades. Sy had to be there, because everything was male. So Sy and I got to know each other well.

Oh, he was wonderful; he didn't fit the Army at all. We had to travel to Governor's Island and make reports on our findings. I don't remember much of the content.

Cairns: What happened after HUMRRO?

Radke-Yarrow: Oh, how did I go from HUMRRO to mental illness? Well, John Clausen at NIMH was looking for a psychologist. He had asked Ron Lippitt for suggestions. Ron, whom I knew from MIT days, got in touch with me and got in touch with John. Anyhow, we got together. John was in the middle of a study of families in which there was a mental patient. And it was a difficult study, and I think it was kind of hard to get going. I knew nothing about mental illness, I knew absolutely nothing! [*laughing*]. So, I had to learn. We developed interviews with the families, and I interviewed a lot of families. Many publications came from this study. That was a big switch in content. And I enjoyed very much working with John.

Cairns: *The Psychological Meaning of Mental Illness in the Family* had a huge impact.

Radke-Yarrow: It continues to be cited. It's a funny thing.

Cairns: That brought you to NIH?

Radke-Yarrow: John [Clausen] headed a small laboratory called Socio-Environmental Studies, and that was when NIMH was really just beginning to have an intramural program. Dave Shakow came to head a Laboratory of Psychology at NIH. It was an era of quite a lot of behavioral science. In the lab.

I guess even while the mental illness study was going on, I got involved in research on racial issues again. One of the big social agencies in Washington had for years carried out summer camps in Prince William County, for inner-city children. And for years there had been four weeks for white children and four weeks for black children. And then came desegregation. We had the chance to look at these camps in the woods of Virginia when the camps were still segregated and when they were desegregated. So we studied social change in progress—the interactions and the attitudes of the children. That was sort of a carry-over from the interests I had had before.

Cairns: This work on desegregation was published in the *Journal of Social Issues*. That must have been dynamite.

Radke-Yarrow: I remember carefully phrasing the title because it was a dynamite kind of issue. But it is interesting that the whole topic of racial issues just went completely out of social psychology. I thought social psychology went into goodness knows what for a while, but anyhow, nobody was working in research on racial issues or anything like it in social psychology for quite a while.

On Empathy, Protection, and Depression

I felt it would be informative to learn what activities she had found most satisfying and rewarding in her career. Her substantive and methodological contributions have been wide-ranging, yet all seem closely linked to the focus on research issues related to children and families. It was an area she had identified early in her career, as a graduate student and young postdoctoral associate. The specific topics included parental influences on children, the impact of segregation and desegregation upon children's social perceptions, the role of mental illness upon family functioning, the long-term effects of maternal depression upon child development, the development of empathy and altruism in children, and the methodology of developmental inquiries. Beforehand, I had guessed that her studies of the development of empathy would rank high on the list. This was almost correct.

Cairns: Which of your studies seem most significant? The question might seem a bit blunt and wrongheaded, but we all have happy ideas about what things were the most informative, or most surprising to us.

Radke-Yarrow: Well, you know recency plays a role in that answer. But I guess the early work on altruism or empathy, because it went in many directions. And really, it led to a very much different idea about young children—they are not just egotistical, ego-centered little kids and nothing more. I think that was probably what I liked best.

Something that we have never investigated but which comes up in the study of children of depressed mothers is that these very young children have some very protective aspects built into them, that some of them use very well. But that's different from the empathy topic.

Cairns: What protective aspects?

Radke-Yarrow: It struck me, as I observed children dealing with the adversities of growing up with a depressed mother, that some children find or create "inner" and "outer" protections that give them the resources to deal not only with the immediate strains but to anticipate how to take on the next one. These are not the children in the resilience studies, who are usually much older children, who do well in school and achieve. But I think there's something different to look at in the very young child. It's just something we haven't given attention to.

Cairns: Does it hold up over time?

Radke-Yarrow: Does the protectiveness? I don't know because we have not studied it. To hear a young child say something like—I'm paraphrasing—"I've got a very crazy family, but I'm going to be good." Well, what is that? What brings an 8- or 9-year-old to this? Even to verbalize it this way?

Cairns: It sounds like some of the kids in your depression study came through.

Radke-Yarrow: Right. But my interest is not first do they become good adolescents, but rather, what are the self-preserving processes in some young chil-

dren—finding comfort and reward in persons other than the mother, becoming essential to someone, being proud of something. It's as if the child is thinking it out: "I've got something difficult to deal with, but I can also do something." What is it in a child, when does it start? In the area of social cognition, we still know so little about the way life experiences are comprehended and constructed by children.

Cairns: The positive features of social adaptation:—empathy, conscience, and values—seem to have been with you for a long, long time.

Radke-Yarrow: Yes, for a long time. And then in a sense this emphasis almost disappeared in the shift to mental illness. It is interesting how much the research setting that one is in influences the research that one does. In the era when I began my research on parental depression, mental health at NIMH meant concentrating on the "major mental illnesses." My research shifted from children's empathic responses to distress in another person to the effect of depressed mothers' chronic affective distress on their children. The shift was not as dramatic as it might at first appear. Remarkably, the longitudinal study of children of depressed mothers brings together many of the research themes that have been my interests: the influences of parents on children, the affective components of child behavior and development, the positive adaptive as well as the problem aspect of child behavior are all essential themes of the study. Methodologically, it is a supreme challenge.

The data destroy single predictions and simple explanations. It is clear that just having a depressed parent doesn't predict what the child is going to be. And being a depressed parent does not predict how the parent is functioning.[2]

Cairns: Longitudinal research that fails to predict is frequently dismissed as erroneous.

Radke-Yarrow: Often, but I think attitudes have changed.

Cairns: What happens when you look at all of the data?

Radke-Yarrow: You are forced to explain the tremendous heterogeneity in the processes of development, the situations that you are dealing with, and the multisystems in the family, parent, and child. The data from these many sources do not lead to simple predictions or explanations. Little understanding comes from links between, let us say, the 5-year-old's behavior and his or her behavior at 25; unless the in-between is carefully tracked. And to get in-between is hard.

Cairns: To get in-between *is* the science.

Methodological Inquiries

Throughout her research career, Marian Radke-Yarrow has had a continuing concern with issues of methodology. As she observes in this interview, methodology has rarely been assigned high priority in developmental psychology. And if the analysis of methods is pursued seriously, one runs the substantial risk of being ignored by investigators who rely upon accepted but flawed methods. In the 1960s and 1970s, Radke-Yarrow and her colleagues courageously challenged the findings and interpretations of the then standard method of parent-child study, namely, the child-rearing interview. They also offered analysis of direct observation methods and criticized the propensity to ignore individual children in studies of the lawfulness of development.

Cairns: I wonder where your commitment to research rigor and method came from. I just wonder—has it always been there, and you didn't even realize it?

Radke-Yarrow: I don't know when I got interested in method per se. It wasn't a popular thing at all. Someone who was an early influence was Roger Barker. He was so self-effacing, so modest, so thoughtful.

Cairns: About 1970 or so, you did the work on recall of early parenting and behavior. How did that come about?

Radke-Yarrow: We at NIMH had a contract with a nursery school in the District of Columbia, in Cleveland Park, which allowed us to carry out research there—parent and school approved. The nursery school was one that had been supported by the Laura Spellman Rockefeller Foundation. It was set up in the Department of Agriculture, when the Institute at the University of Minnesota, the University of Iowa, Berkeley, etc., were set up. It was not a research institution very long, but it remained as a kind of elite nursery school. We discovered some of the vestiges of the original research school—files and files of records on the children and families, carefully kept year after year. They went back 20 years.

Well, I wondered how the parents, and maybe the children, would recall the information in these records. The records weren't always in the form that you'd like them to be in; the language of the variables was sometimes "quaint." The director of the nursery school became interested and volunteered: "Let me just go to the telephone directory and see how many of these people I can find." And that was the main method of sample retrieval. We found about 75% of the people, if not directly, with some sleuthing. You think of Washington as this very mobile, changing place. Not if you deal with this strata in society. They were the "established families." When they did move, there were very easy trails.

Cairns: There is a lot more stability than we anticipate at all socioeconomic levels. And you were able to identify 75% of all the people—that was great.

Radke-Yarrow: It was fantastic. It really was. It took a long time to do the study. I remember administrative impatience—"Why aren't you getting more publications out of this?" It was much like a longitudinal study—until someone grows up, you can't tell how they're going to turn out. But people want to know right away. But we persevered, and it was certainly interesting. Parental recollections and early child behavior records were often not in close agreement.

Cairns: That came on the heels of your 1968 book.[3] There you wrote the absolutely brilliant passage that I'm going to read aloud:

"Child-rearing research is a curious combination of loose methodology that is tightly interwoven with provocative hypotheses on developmental processes and relationships. The compelling legend of maternal influences on child behavior that has evolved does not have its roots in solid data, and its precise verification remains, in many respects, a subject for future research."

What do you think about it now?

Radke-Yarrow: That's not fair. Well, I think the field on this topic has not pro-

gressed in any remarkable way. Research questions tend to be formulated and pursued in ways that by-pass complexities that could be addressed. Probably most discouraging are conclusions that have some currency, that parental influences have not been found to relate strongly or consistently to children's development, and that children within the family are no more alike than children across families. The conclusions stop there—which is unfortunate. Might these findings reflect, in part at least, the flimsiness and impotence of some of our methods and measures? On the very encouraging side, there are impressive programmatic developmental studies of family-child interdependencies, mainly where risk and pathology are the organizing foci. Here conceptualizations and methods are in step, and research is attempting to deal with mechanisms or processes in development. Research on "plain," normal development has not produced the same excitement and "finds."

Cairns: Many of us think that the 1968 book was a model for the critical analysis of methods and analysis in developmental psychology.

Radke-Yarrow: I don't think the book made us popular. It was very directly criticizing mainstream research operations.

Cairns: But it's true.

Radke-Yarrow: Yes, that's right! [*laughing*]

On Future Directions

Marian Radke-Yarrow was named Chief of the Laboratory of Developmental Psychology at the National Institute of Mental Health in 1974. The laboratory is housed in a comfortably large house that formerly served as the residence of the surgeon general. The house, designated as "Building 15-K," is centrally located on the main campus of NIH in Bethesda. Over the 21 years that Radke-Yarrow headed the Laboratory, Building 15-K emerged as the home of the leading intramural laboratory at NIMH for the study of social, behavioral, and emotional development. The Laboratory has also been responsible for providing advanced training for successive generations of young developmental scientists.

Cairns: Can you say something about your view of the future of NIH?

Radke-Yarrow: There have been many prophets and critics. Committees have been organized solely for the purpose of pronouncing where the enterprise has gone right and wrong and where it should be headed. Such pronouncements depend very much on from where the view is taken.

My view is embedded in a career at NIMH. In my career, NIMH provided what a scientist most values—stimulation and support, colleagueship, standards of performance, and challenge. When I came to work at NIH, it was an unknown fledgling. We've grown accustomed to its present international status. There have been highs and lows in its operations, morale, and research direction. To predict a trajectory that is specifically a research direction is risky. Like individual behavior, it has many determinants.

Will it be a discipline or science? Will it penetrate with precision the machinery of specific human functions? Will it address and comprehend the essential connectedness of diverse fields of scientific knowledge?

Cairns: So what is the unfinished business in research?

Radke-Yarrow: If I had to limit an answer to two points, I'd say unfinished business lies (1) in investigating the connectedness among the many levels and facets of behavior in its contexts; and (2) in placing a temporary moratorium on the sanctity of findings expressed solely as statistically significant group differences, and in requiring attention to the individuals or relationships that do not conform to the main effect.

Cairns: What is going to move the field ahead?

Radke-Yarrow: I think an important mover is current research that is working at the intersections of disciplines as they are traditionally defined, for example, interrelations of neurobiology and environment or experience, genetics and developmental behavioral processes. The big explosions of knowledge in biology make these interdisciplinary frontiers most evident. However, equally important and far less active are research frontiers that are societal-environmental intersections with individual behavior. This frontier is without the "glamour" of genetics and with the barriers of political, cultural, and scientific values or prejudices. Research at these edges can and should move the field. And, sounding the familiar refrain, advances in a field depend on the soundness of the questions asked and the data obtained.

Notes

[1] This interview was completed in connection with the recent volume from Sage Publications entitled *Methods and Models for Studying the Individual* (Cairns, Bergman, & Kagan, 1998). The book is dedicated to Marian Radke-Yarrow by colleagues and friends in recognition of her lifelong methodological and theoretical contributions to the science and society. The contributors include Robert A. Hinde, David Magnusson, Jerome Kagan, Nancy Snidman, Doreen Arcus, Lars R. Bergman, Joan Stevenson-Hinde, Richard W. Robins, Avshalom Caspi, Oliver P. Johns, Lea Pulkkinen, Rolf Loeber, Mary Smalley, Kate Keenan, Quanwu Zhang, Michael Rutter, Barbara Maughan, Andrew Pickles, Emily Simonoff, Philip Rodkin, and R. B. Cairns. Marian Radke-Yarrow offers critical comments on each of the chapters. Beyond these comments, it seemed altogether fitting to seek her views of the past, present, and future of the science. This interview was conducted by Bob Cairns with Marian Radke-Yarrow in her NIH office on January 14, 1997.

[2] The longitudinal results refer to findings reported in Marian Radke-Yarrow's forthcoming book, *Children of depressed mothers: From childhood to maturity*, to be published in summer 1998 by Cambridge University Press.

[3] Radke-Yarrow, M., Campbell, J. D., & Burton, R. V. (1968). *Child rearing: An inquiry in research and methods*. San Francisco: Jossey-Bass. The quoted passage appears on page 152.

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Continuing Greenfield's Initiative: Strategies and Teaching Techniques in Cross-Cultural Developmental Courses

Judy F. Rosenblith and Derek W. W. Price

We read with great interest Patricia Greenfield's "Profile: On Teaching" in the winter 1995 issue of the SRCD Newsletter, *in which she identifies cultural issues that have emerged in her teaching of developmental psychology at UCLA. Like Professor Greenfield, we have long been aware of the ethnocentric and historically bound nature of what is traditionally taught in developmental psychology in the United States. Unlike her, however, we have, between us, taught for four decades in a comparatively nondiverse, small, liberal arts college that until 1988 admitted women only. We describe here the evolution of our attempts in this environment to include in our teaching the "cultural and cross-cultural roots of child development" that Professor Greenfield so rightly identifies as central to our discipline.*

We wholeheartedly agree with Professor Greenfield that it is not just undergraduate students who need a broader understanding of the varieties of human childrearing and some of their effects on development. The field of developmental psychology itself needs to continue to expand its horizon and develop theories and studies based on more than single cultures or historical eras. Interdisciplinary exchange, such as we describe, provides a rich model, as illustrated in our stories of how anthropology has influenced our thinking and teaching. We are pleased to observe that in the historical waxing and waning of developmental psychology's intersections with other disciplines, the current trend is toward greater recognition of the usefulness of historical (Elder, 1996) and cultural (Berry, Poortinga, Segall, & Dasen, 1992) paradigms in psychological studies and accounts of child development.

Beyond our responsibilities to our students and to our discipline, current national and international debates on modes of societal support for children and families need the nonpartisan wisdom of developmentalists versed in historical and global patterns of child development (Kagitcibasi, 1996).

We believe that when students have the opportunity to discover the wide variation in childrearing present in their own community—through some of the strategies we've employed in our courses—they become that much better prepared to learn about infant and child development in all its manifestations.

From Dr. Rosenblith

My interest in these issues has stemmed from my considerable exposure to anthropology both as an undergraduate at UCLA and as a doctoral student at Harvard's Palfrey House where Beatrice and John Whiting's Six Cultures study (1963) was in process in the 1950s.

As a teacher, I felt that conventional instruction left my students with too little notion of variations in childrearing and child development in Western culture and with almost no knowledge of child development outside the industrialized Western world. Consequently, I began in 1978 to teach an undergraduate seminar to address these lacks. In its final form in 1984 it was called "Child Rearing in Other Times and Places." I used various teaching techniques to help students discover the real breadth of variation in human development and to help them overcome the resistances that naturally arise with limited personal cross-cultural experiences.

Unlike the situation at Dr. Greenfield's university, few students of non-Western or even other first-world backgrounds enrolled in a given semester. It seemed inappropriate on several grounds to appeal to one or two students as representatives of their culture. I therefore tackled the problem in the following way:

Judy F. Rosenblith

- First, small groups of students used the library to prepare oral reports on childrearing in our own or some other Western culture from an earlier period in history. The attending students would frequently respond with disbelief over what they heard.
- Next, each small group reported on childrearing in a preliterate culture. This, too, often led to disbelief and sometimes even scorn, responses which themselves became the topic of discussion.
- Third, I found a professor who had not been reared in the United States, who was willing to be interviewed in class about his or her experiences as a child. We all participated in the questioning, having previously discussed possible questions. Students were consistently fascinated by the differences from their own childrearing, which by now they were beginning to recognize was not universal.
- Finally, with this background, each student taped an interview with someone reared in a different culture, someone with whom the student had a contact through school, family, or friends. Anonymity of the interviewees was maintained during class discussion about the substance of the interviews,

as described by the students.

With few exceptions students ended the course with a much broader understanding of the different possible ways of rearing children—ways that were successful in each respective culture, including one that might produce an esteemed professor in our own subculture of a liberal arts college.

From Dr. Price

I inherited the course, "Child-rearing in Other Times and Places" and brought to it my own previous experience teaching a course on enrichment programs for early childhood, which included Head Start and its complex relationship to the cultures that constitute American society. Ultimately, my course became "Infancy across Cultures. It has built on my colleague Judy Rosenblith's text (1992) and explicitly identifies culture as a central issue in infant development. My course employs some new methods that grew out of those described by Dr. Rosenblith and also benefits from challenging new scholarship (e.g., Greenfield & Cocking, 1994; Hwang, Lamb, & Sigel, 1996; Rogoff & Morelli, 1989) and provocative new pedagogical tools, including films and videos (e.g., the *Childhood* film series by Haines-Stiles & Montagnon, 1991).

I was deeply influenced by an anthropology lecture series on campus that addressed the types of resistance found when professors address cultural issues in their teaching. Students may (1) understand culture as something that belongs to other people, not to us; (2) reify other cultures as historically static entities with little current internal variation; (3) inadvertently caricature other cultures, owing to piecemeal information about others' beliefs and practices; (4) romanticize other cultures as ideal and in need of preservation; (5) be repulsed by cultural practices that differ greatly from their own, and wish to "save" such peoples; and (6) be misinformed when a culture's practices are described by an outsider, even an anthropologist.

Discussions at these lectures made it clear that, to reach students successfully, a course that employs cross-cultural analysis to address developmental issues must

- Adopt a formal model of culture that is applied equally to developmental phenomena in all cultures, especially to one's own. Useful recent models are available within developmental psychology (e.g., Harkness, Super, & Keefer, 1992; Lamb & Sternberg, 1992; Lerner & Lerner, 1986; Super & Harkness, 1986) and at the intersection of developmental psychology and anthropology (e.g., Levine & Norman, 1994; Weisner, 1984). In using such a formal model, students begin to think about how to analyze culture into systems that influence development in specific ways. In turn, they must come to see their own culture more objectively.
- Identify a focal culture in which the developmental patterns of interest will be studied in depth. The "culture-a-day" approach only invites the six problems listed earlier. A semester-long focus on a particular culture, including its evolving history, value systems, internal diversity, and patterns of daily life, will bring students to an appreciation of the process of individual development in a meaningful context (Bronfenbrenner, 1988). Commitment to a focal culture does not preclude consideration of multiple cultural contrasts.

Derek Price with students of the Little Singer School, Navajo reservation

I chose to focus on the Navajo culture in my course. There was not only a 50-year record of multidisciplinary ethnographic study (e.g., Bailey, 1950; Ladd, 1957; Lamphere, 1977; Leighton & Kluckhohn, 1947; Wright, 1982; Young, 1961) but also a recent research literature in child development (e.g. Chisholm, 1983; Jones, 1989) and very recent video ethnologies (e.g., Borden, 1988).

- Draw from documents from the culture, not just from the rich literature about the culture. Allowing people to speak for themselves may mean admitting novel types of documents into the syllabus. For example, the Rough Rock Demonstration School (Roessel, 1977) publishes Navajo culture-based curriculum materials (e.g., Begay, 1983; Hoffman & Denetsosie, 1986), including *Baby's First Laugh* (Wallace & Schwanke, 1976), an early reader (in both English and Navajo) about a traditional ceremonial celebration for the person who elicits the first laugh from a baby. This particular document contrasts usefully with typical Western infancy texts that devote many pages to infant crying and only a few paragraphs to laughter.

Cultural exchange can be a valuable pedagogical tool. Periodic, brief trips to the Navajo Nation have given me some perspective on the workings of Navajo culture. A few students who complete the "Infancy across Cultures" course also are afforded the ultimate other-culture perspective when they travel with me to the Navajo reservation for two weeks of cultural orientation and service learning in sites selected to enhance their understanding of Navajo infant development. Interdisciplinary interest in Navajo culture supported a recent week-long visit to our campus by Navajo guests who gave community-wide presentations on Navajo culture and visited courses in eight disciplines including, of course, "Infancy across Cultures."

These organizational features of the "Infancy across Cultures" course do not obviate the need for specific teaching strategies to help students grasp diversity even among the relatively homogeneous group at our college. Recently I have gratefully employed a variant of Professor Greenfield's strategy by having students investigate the circumstances of their own births. They were intrigued to discover the wide variation among class members and the ways in which their own birth differed from what they considered proper. They were better prepared, through this exercise, to entertain with a more open mind variation in culture and ethnicity in the populations we subsequently studied.

References can be requested from Derek Price, Department of Psychology, Wheaton College, Norton, MA 02766.

A Mixed Bag for Federal Support of Child Development Research in '99

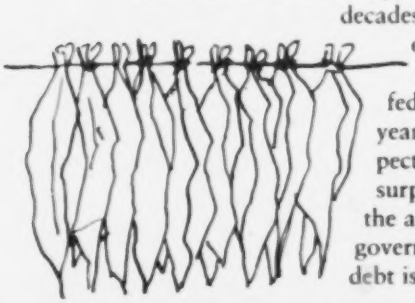
DAVID JOHNSON, DIRECTOR, AND PATRICE O'TOOLE, ASSISTANT DIRECTOR, FEDERATION OF BEHAVIORAL, PSYCHOLOGICAL, AND COGNITIVE SCIENCES

The Society for Research in Child Development is a founding member of the Federation, a nonprofit educational organization in Washington, DC, representing the interests of behavioral, psychological, and cognitive scientists. Through educational activities for policymakers and their staffs, advocacy, and communication of vital political information to scientists, the Federation works on behalf of its members. Seventeen societies, including SRCD and approximately 150 graduate departments of psychology, cognitive science, and education, comprise the Federation. Together with its longtime ally, the Consortium of Social Science Associations, and numerous coalitions, the Federation helps assure that the behavioral and social sciences approach policymakers with both unity and numbers.

THE ELECTION AND TOBACCO ISSUES WEIGH HEAVILY IN THE FATE OF CHILDREN'S PROGRAMS FOR FY1999

THE PRESIDENT'S FISCAL YEAR 1999 (FY99) budget submission to Congress makes a promise to developmental researchers and other scientists that is unprecedented, but could evaporate like a mirage. He is asking for the largest increases in history for the NIH and NSF budgets, and is also seeking substantial increases for the Department of Education. At the beginning of his second term, the President said the needs of children would be a top priority during the remainder of his time in office. The budget request for FY99 (October 1, 1998, to September 30, 1999) begins the operationalization of that pledge, and research on behalf of children is an important part of the budget. But most Washington stories are not simple, and this one is no exception.

Economic news is as rosy as it has been in decades. The strong economy has squelched the ballooning federal deficit three years sooner than expected, leaving big surpluses instead. But the accumulated non-governmentally held debt is approximately $3.8 trillion, and though service on the debt should drop in 1999, it will still consume 14% of the budget. The resultant tug of war between these two realities—annual surpluses versus remaining debt—will help determine whether the President's requests for science, education, and children will be honored or rejected by Congress. The other mitigating factor is the politics of the upcoming 1998 mid-term elections. In 1997, the President and Congress agreed to a balanced budget plan. The Balanced Budget Act calls for saving $247 billion over five years, in significant part by setting spending ceilings for each of those five years and by not increasing an area of the budget without making equal cuts elsewhere or finding offsetting receipts. The law remains on the books despite its purpose having been fulfilled. And many Republican legislators have told us, as we have made the rounds of Capitol Hill, that they plan to press for maintaining the spending ceilings despite the balanced budget. However, early indications are that for some program areas exceptions might be made.



The President claims that his budget request for FY99 remains within the parameters of the spending agreement, but it does so by tapping into a hoped-for windfall: money that could come from an agreement between state and federal governments and tobacco companies. Seven billion dollars of the $9 billion surplus the President projects for FY99 is accounted for by income from the tobacco settlement and the imposition of a tax of $1.10 on each pack of cigarettes.

Asked what would happen to the increases for science and education if the tobacco settlement doesn't happen, T. J. Glauthier, associate director for Natural Resources, Energy and Science at the Office of Management and Budget, said that without the tobacco settlement there should still be a $2 billion surplus. One could infer from his reply that sufficient political will could make the increases happen even without the tobacco money. Whether that political will can be built for science, education, and children in the absence of a tobacco settlement (or even with a settlement for that matter) will depend on legislators' perception of the mood of the people as the election approaches.

It appears at the moment that legislators believe voters will be more impressed by public

works projects than by science and education spending. As this is being written, the Senate has passed, and the House is on the verge of passing, the largest authorization ever for the transportation bill. The bill authorizes spending for highways, bridges, and mass transit. Authorizations are not appropriations, but they are portents of appropriations because they define what ought to be spent in a given area. The six year authorization is for $217 billion, 43% more than current levels, and $30 billion above the caps set by the balanced budget agreement. Unless these caps are lifted, that $30 billion would have to come from other programs, severely limiting their own prospects for growth. This is a thumbnail sketch of some of the forces that will affect whether the promises of strong federal support of research and other services on behalf of children contained in the President's budget will be fulfilled.

What Will Happen If the Money Comes Through?

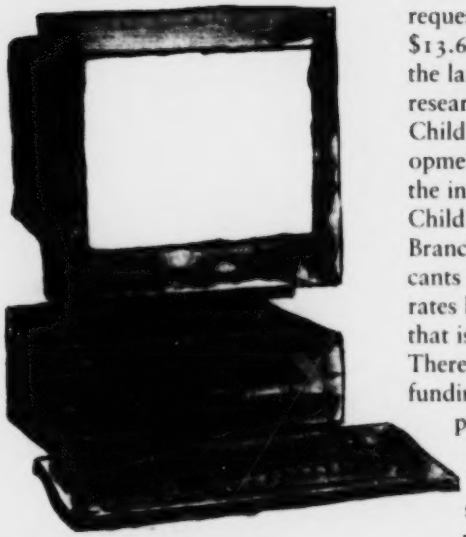
The promises are many. Research for children would grow at the National Science Foundation, the Department of Education, and the National Institutes of Health. Through the National Science and Technology Council, a set of high-level interagency working groups overseen by the White House Office of Science and Technology Policy, a children's research initiative was created last year (*Investing in Our Future: A National Research Initiative for America's Children for the 21st Century*). The initiative is a plan for increasing across the federal government research and applications of research on behalf of children. The federal government provides nearly all the funds for children's research—about $2 billion, or less than 3% of federal spending on research and development. The initiative sets a course for federal support of child development research: ". . . this research should focus on developmental processes beginning before birth and extending through adolescence; should address the relationships among biological, cognitive, social, and emotional aspects of development; should include racial and ethnic minority and nonminority groups and address influences of families, peers, schools, communities, media, and other social institutions on development; and should address enhancing positive outcomes rather than just treating negative ones."

Sent to the President in April 1997, the initiative became a guide for the President's FY 99 budget request put together the summer and fall of 1997. The President's Committee of Advisors on Science and Technology (PCAST) and the Council of Economic Advisors (CEA) weighed in during this same time period with reports that complemented the children's research initiative.

The PCAST report (*Report to the President on the Use of Technology to Strengthen K-12 Education in the United States*) highlights the research needed to improve the use of technology in education while the CEA white paper, *The First Three Years: Investments That Pay*, notes the value to the nation of assuring the health and emotional well-being of children during their first three years of life. Clearly a good deal of thinking on the part of the administration went into the decision to increase the federal investment in research and research applications on behalf of children.

New Programs at NSF

One upshot is the expected creation of a new program in children's research at the National Science Foundation. Core program funding of $5.5 million would be administered through the Social, Behavioral, and Economic Sciences Directorate, with the Education and Human Resources Directorate contributing an additional $3 million. NSF is planning to put $25 million into a joint program with the Department of Education focused on research on education and training technology. NSF also has defined two Foundation-wide initiatives to provide additional support to research relevant to children: one is Educating for the Future, and the other, Knowledge and Distributed Intelligence. These two initiatives are exemplars of a growing trend at NSF toward emphasizing interdisciplinary research that addresses broad themes. If the President's request were to be honored, NSF's budget would grow by more than $340 million to $3.8 billion.



Most Department of Education Increases Would Go to Services Rather Than Research

Though the percentage increase for the Department of Education is half that of NSF—5.9% versus 10%—the requested dollar increase is $1.7 billion, the largest increase for education in 30 years. It would bring the discretionary budget to $31.2 billion. Most of the increase will go to service programs rather than to core research programs. Existing research programs in the Office of Educational Research and Improvement (OERI) would remain at their 1998 funding levels, but $50 million would be added for the new joint research program with NSF on improving the use of technology in education. That $50 million would raise the OERI research budget from $129 to $179 million or nearly 28%. Only 10 years ago, the OERI research budget was $47 million. The Department of Education also supports research on disabilities and rehabilitation through the National Institute on Disability and Rehabilitation Research. That budget would rise 5.5% under the President's request from $76.8 to $81 million.

NIH Looking at Its Largest Increase Ever

The good news also extends to the National Institutes of Health where the requested $1.15 billion increase (from $13.648 to $14.798 billion) would be the largest increase ever. Children's research at the National Institute of Child Health and Human Development would be bolstered with the the increase. Low success rates in the Child Development and Behavior Branch had discouraged many applicants from applying, and submission rates have fallen off substantially. But that is likely to change next year. There is optimism at the Branch that funding could go down to the 30th percentile next year and even beyond that in the following year. The Branch is expanding. A search is underway now for a pediatrician who would manage a program in behavioral pediatrics and for a health scientist administrator who would manage programs in developmental psychobiology and developmental/cognitive neuroscience. (For more information visit website www.nih.gov/nichd/jobs.)

Fulfilling the Promises in the Budget Request

How can the promises contained in the budget request be pushed toward fulfillment? Legislators must choose among competing interests as they decide what and how well to fund. In reaching their decisions, they weigh many factors. They consider public opinion an important factor, especially in an election year. But legislators need to hear from voters, including scientists, because the more ways a message is carried the better. The Federation, for example, emphasizes in congressional office visits that it speaks for thousands of scientists from 17 societies and more than 100 graduate departments across the country. But it also tries to amplify the impact of many voices speaking as one by carrying out much of its work through coalitions.

In advocacy for NSF funding, the Federation works through the Coalition for National Science Funding, a group that includes Washington representatives of the science and engineering disciplines supported by NSF and many representatives of research universities. On behalf of research at the Department of Education, the Federation works through the Intersociety Group on Educational Research that includes science representatives such as the Federation, the American Psychological Association, the American Educational Research Association, and the Consortium of Social Science Associations. This group also includes service providers such as the National Education Association and the Educational Testing Service. For NIH-wide support of behavioral and social science research, the Federation is part of the Coalition for the Advancement of Health through Behavioral and Social Science Research. And for NICHD funding and advocacy, the Federation is an executive member of the steering committee of the Friends of NICHD Coalition.

These groups extend our reach, serve as essential information gatherers, and perhaps most importantly, assure that representatives of science approach Capitol Hill with a unified message. Large numbers and a clear message are two factors we believe are essential to successful advocacy.

It helps when constituents speak for themselves as well. We can tell legislators that those we represent have a need or concern, but if the legislators hear nothing from the "real" people, they begin to wonder whether the need is really so strong or the concern so deep. During this session of Congress legislators want all the time they can muster to campaign, so the legislative session is short this year—only about 90 working days—and many of these days are already gone. Legislators will be home more often than they are in Washington this year. The opportunity for you to identify for your representatives and senators your priorities for the federal budget has never been better—or more important—given the possibilities contained in this year's budget request.

A New Day at NICHD:

Report from Washington

Alan Kraut and Sarah Brookhart, SRCD Washington Office

The National Institute on Child Health and Human Development (NICHD) has reinvigorated its commitment to behavioral science research and wants developmental researchers to know that "now is the time to submit a grant to NICHD—there has never been a better chance ever of being funded."

That was the message from NICHD Director Duane Alexander during a March meeting with SRCD leaders. And under the heading of "actions speak louder than words," NICHD has established a new Child Development and Behavior Branch, with the goal of stimulating research and research training in developmental psychology and cognitive psychology. CHDB supports research on the biobehavioral aspects of development and the behavioral, psychological, and biological aspects of health promotion and disease prevention in children from gestation through adolescence. The new branch replaces the former Human Learning and Behavior Branch and the Learning Disabilities, Cognitive, and Social Development Branch.

The new branch, headed by developmental neuropsychologist Reid Lyon, is emphasizing initiatives in cognitive, social, and affective development, cognitive developmental neuroscience, and health promotion research. It consists of four research programs:

Cognitive, Social, and Affective Development—This program, directed by developmental psychologist Sarah Friedman, supports research on normative development and on individual differences in development in these domains in children from infancy through adolescence. Of particular interest are the connections among these domains and the impact of culture, ethnicity, and socioeconomic factors on development. Methodological studies pertaining to assessment of the environment and the measurement of psychological constructs as they unfold over development are also of significant interest, as are studies that aim to develop analytical techniques that capture the sophistication of theoretical models of development.

"While most of NICHD funding goes to investigator-initiated applications, program staff have the opportunity to create emphasis areas and alert the scientific community that NICHD would like to see applications in such areas," said Friedman. "These areas are frequently ones connected with questions pertaining to public policy, like the development of children of immigrants, children growing up poor, or those who are in preschool nonmaternal care or after-school care."

But areas of emphasis also may be related to methodology, such as the measurement of the environment or methods for conducting longitudinal research. Or they could be related to interdisciplinary research, bridging work on cognitive and social development, cognitive and affective development, or bringing together the work of psychologists and economists.

"With the prospect of increased NIH funding over the next five years, the scientific community and NICHD staff have a great opportunity and responsibility to increase scientific knowledge about why, how, and when children think, feel, and act the way they do," said Friedman. "As the director of the Program on Cognitive, Social and Affective Development, I need to get a feel for where the scientific community wants NICHD to place its emphases. To do that, I will be talking to leaders in the scientific community and I welcome letters from anyone in the community. I want scientists out there to know that I am here to listen and to try to help our field thrive."

"We want the field to know that our commitment to normative studies as well as studies of atypical cognitive, social, and affective development will remain strong and will increase in line with the scientific community's interests in these areas," added Lyon.

Psychobiology and Developmental Neuroscience—The focus of this program is the study of linkages between human behavior and the developing brain. Of particular interest are growth patterns of brain and behavior, and the underlying developmental processes and mechanisms at the molecular, cellular, and network levels. In addition, this program is interested in research that delineates biological and behavioral indices of individual differences that are predictive of future performance in sensory, motor, linguistic, and cognitive domains at different stages of development.

"This program will cover human brain development from conception onward, with an eye toward linking the brain and behavior within a cognitive and developmental context," said Lyon. Priority will be placed on research initiatives to develop methodologies and tools that are capable of measuring and examining the interface among neurophysical, behavioral, and socio-contextual variables and contexts and that help shape models for understanding the neural bases of complex behaviors.

Lyon indicated that a cognitive neuroscientist is being sought to lead the program and he is asking for recommendations from the community.

Learning Disabilities, Reading Development and Disorders, and Disorders of Attention —Directed by Lyon, this program emphasizes the identification of the cognitive, linguistic, neurobiological, and educational characteristics of normal and atypical development in oral language, reading, written language, mathematics, and attention. Studies that identify changes in these domains and correlated neurophysiology as a function of behavioral interventions are also being stressed. Lyon is collaborating with 1997-98 SRCD Fellow Daniel Berch, a cognitive

and experimental psychologist, to develop research initiatives to identify and understand the cognitive underpinnings of mathematics.

"We think these areas are significantly related to public health," said Lyon. "If kids don't learn to read they don't make it in life."

NICHD now has early identification and prevention and early intervention studies at 18 sites. At several of these sites, NICHD is supporting neuroimaging research that not only is leading to an understanding of individual differences in the structure and function of the developing brain, but how and when neural functions change in relation to reading interventions. These are the first studies of their kind in the world and they are netting some significant findings.

At the majority of these research sites, multidisciplinary research teams converge in an attempt to understand reading development and disorders through the combined lens of cognitive neuroscience, linguistics, developmental psychology, cognitive psychology, genetics, educational psychology, and pediatric neuroimaging. "In this sense, reading development and reading disorders serve as a research platform to apply a number of research disciplines and methodologies to better understand an extremely complex developmental domain," said Lyon.

Behavioral Pediatrics and Health Promotion Research —This program supports research and research training programs that lead to increased understanding of the underlying psychological, behavioral, and biological mechanisms involved in risk-taking behaviors that lead to disease, smoking behavior, obesity, restrictive dieting behavior, and especially injuries in infants, children, and adolescents. This program also develops research initiatives for applied studies and clinical trials to identify promising interventions to prevent disease, obesity, smoking behavior, and unintentional injuries.

"We are recruiting a behavioral pediatrician with extensive training and experience in behavioral science to direct this program," said Lyon. "We are expanding our efforts to foster training in behavioral pediatrics, to infuse behavioral science into the research and clinical training of pediatricians, and to ensure that the medical community understands the importance of behavioral science in fostering the health of children and adolescents."

How NICHD Works

In addition to learning about these changes in the behavioral science research programs at NICHD, Friedman stresses the importance of learning about how NICHD funding processes work. "Not all NIH institutes work in the same way, and investigators need to have a good understanding of the operations of institutes before they apply for funding," she said.

Friedman's main point is that, to a large extent, the scientific community controls the number of behavioral applications that get funded. At NICHD, funds are not set ahead of time for behavioral science research or for research in any other discipline. Instead, NICHD supports applications that receive percentile scores in a specified range, currently up to the 20th percentile. NICHD program staff may also select from applications with percentile scores beyond 20. That range is called the "discretionary zone." The current discretionary zone is between a percentile score of 20.1 and 30.

"It should stay that way for quite a while, or even increase," according to Lyon. "If you put this all together, we are actually funding at closer to the 26th percentile."

The number of behavioral applications that get scores within the payline is proportional to the number of behavioral applications that are reviewed in a given round of review. There are three rounds of review every year. "Sadly," said Friedman, "the number of behavioral applications that NICHD has been receiving over the last 10 years has been declining continuously."

"I want the scientific community to understand that it has the ultimate power to increase the number of behavioral applications that are funded by NICHD," said Friedman. "For as long as NICHD does not decide *a priori* how much money will go into the behavioral sciences, the number of applications that are submitted" is one of the single most important factors in this regard.

This is underscored by Lyon: "We have to work with the community so that we get a significant increase in the applications coming in," he said. "We have to do it through speaking and listening to the behavioral science community and attempting to increase funding opportunities."

Lyon and Friedman as well as others in the Institute are in the process of gauging the field's interests by consulting with experts from different areas and asking leaders in the field to advise them as they plan for the future and develop research initiatives that will provide the behavioral science community with a range of new research opportunities.

As part of this, representatives of SRCD spent a day in March meeting with Alexander, Lyon, Friedman, and other NICHD staff in the CHDB branch and in other branches from the Institute. Taking part in these meetings were SRCD President Frances Horowitz, Past President Glen Elder, Governing Council Member Joseph Campos, who is also a member of the NICHD Advisory Council, Executive Director John Hagen, and Alan Kraut, Director of the SRCD Washington Office. Also represented were the American Psychological Society and the American Psychological Association.

For more information, contact Reid Lyon at (301) 496-6591, lyonr@hd01.nichd.nih.gov; or Sarah Friedman, (301) 496-9849, friedmas@exchange.nih.gov.

[1]See the Winter 1998 *SRCD Newsletter* for a story on proposed increases in the NIH budget.

SRCD Notices

SRCD 1999 Biennial Meeting Update

You will have received the Call for Submissions the first week of May. It is also available on-line at SRCD's website.

Contact the Executive Office for

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SRCD's Website

The newsletter, current announcements, and biennial meeting Call for Submissions can now be found on-line at www.journals.uchicago.edu/SRCD

From the Editor of Child Development Abstracts and Bibliography

Child Development Abstracts and Bibliography is always seeking SRCD members to prepare book notices—400- to 600-word informative reviews of recent books about children and families. If you are interested, please contact Terese Rainwater, managing editor, at CDAB, 213 Bailey Hall, University of Kansas, Lawrence, Kansas 66045 or e-mail Terese@falcon.cc.ukans.edu.

Please type "CDAB Book Notice" on the subject line and include your area of interest in your message.

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Student Network

In reference to the article, "Students Develop a Policy Network" in the last *Newsletter* (Winter 1998, pp. 11–12), to obtain more information on the Network, e-mail Anne Marie White, student liaison to the Committee on Child Development, Public Policy, and Public Information at whitean@hugse1.harvard.edu

Obituaries of SRCD Members

Lois M. Black (1931-1998) joined SRCD in 1965. A Ph.D. from Cornell University, she was a member of the faculty at Syracuse University.

Harry McGurk (1936-1998) became a member of SRCD in 1972. He was educated in Scotland. His most recent position was at the Australian Institute of Family Studies in Melbourne.

Beverly Fagot (1938-1998) had been a member of the Society since 1965. She was a faculty member at the University of Oregon where she had earned her doctoral degree in developmental psychology.

Cynthia B. McCormick (1948-1997) of Savannah, Georgia, became a member of the Society in 1991. She held an M.A. in psychology and was an assistant professor at Armstrong State College.

From the Editor

The *Newsletter* is published three times a year. Submissions for the 1998 fall issue must arrive by August 1. Contact the editor: phone (970) 925-5516, fax (970) 544-0662, or e-mail ngthomas@umich.edu

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ANNOUNCEMENTS

CONFERENCES

The American Association of Family and Consumer Sciences (AAFCS) will hold its 89th annual meeting in Atlanta, June 27–30, 1998. Keynote presentations include Eleanor Clift: "Seniors as Mentors and Teachers," and Carolyn O'Neil: "Health for a Lifetime: What the Future Holds." For more information, contact AAFCS Annual Meeting Department at (703) 706-4600.

A national conference, **Multi-Disciplinary Perspectives on Adolescent Health and Sexuality: Research and Health Promotion**, will be held October 7–9, 1998, in Tucson, Arizona, at the Westward Look Resort. For more information, contact Julie Longstaff, University of Arizona, by e-mail: jules@u.arizona.edu or phone: (520) 621-1075.

The Society for Developmental and Behavioral Pediatrics will conduct its 16th Annual Scientific Meeting and Workshops on September 24–28, 1998, at the Embassy Suites Hotel in Cleveland, Ohio. The SDBP Lectureship will be awarded to John H. Kennell, M.D. For more information, contact Noreen Spota by phone (215) 248-9168, fax (215) 248-1981, or e-mail: nmspota@aol.com

WORKSHOPS/TRAINING

The National Institutes of Health Workgroup on Child Abuse and Neglect will sponsor a technical assistance workshop June 30, July 1–2 in Bethesda, Maryland. The workshop seeks to encourage submission of child abuse and neglect research applications to NIH institutes. It is intended for experienced researchers with postgraduate research training and considerable research experience. Potential applicants may obtain information through e-mail to pm28v@nih.gov or mgordon@nih.gov or by fax at (301) 443-4611.

POSITION OPENINGS

Children Now, a national policy and advocacy organization headquartered in Oakland, CA, seeks a director for its program on Children & the Media. The program works to improve the quality of media for children and about children's issues through outreach to media leaders, independent research, and public policy work. For further information, contact Alicia Jones at (510) 763-2444 or e-mail children@childrennow.org

The Human Development and Family Studies Division, Department of Human and Community Development at the University of California, Davis, announces an opening for an **Assistant Cooperative Extension 4-H Youth Development Specialist** in the area of "Children, Youth and Family." This is an academic–career track appointment. Doctorate or equivalent required; review of applications begins June 15, 1998. For information, phone (530) 754-8433.

FELLOWSHIPS AND POSTDOCTORAL POSITIONS

Faculty Scholars' Awards are granted each year by the William T. Grant Foundation to up to five investigators whose research contributes to understanding the development and well-being of children, adolescents, and youth. Awards are for 5 years, totaling $250,000, including indirect costs. Applicants should be junior or pretenure investigators, in tenure-track positions. To obtain brochure, write Faculty Scholars Program, William T. Grant Foundation, 570 Lexington Avenue, 18th floor, New York, NY 10022-6873.

The Johann Jacobs Foundation supports Dissertation and Young Investigator Grants in Adolescence and Youth Research. This program is specifically designed to help scholars from developing countries in Asia, Africa, Middle and South America, and Eastern Europe. To initiate a proposal, contact the Johann Jacobs Foundation, Seefeldquai 17, P.O. Box 101, CH-8034 Zurich, Switzerland. Fax (+41) 1-388-6153, or phone (+41) 1-388-6123.

OTHER

The Journal of School Psychology has just named Bob Pianta editor-elect, thereby continuing its mission to publish work that reflects the scientific and conceptual underpinnings of applications of behavioral science in the schools. The *Journal of School Psychology* welcomes submissions from SRCD members, students, and colleagues that address issues related to school-age children. Make inquiries and submit manuscripts to Robert C. Pianta, editor, at Journal of School Psychology, 147 Ruffner Hall, 405 Emmet St., University of Virginia, Charlottesville, Virginia 22903, or e-mail rcp4p@virginia.edu

The Society of Pediatric Psychology (SPP) is seeking support from SRCD members who are also APA members to sign a petition to move SPP to division status within APA. SPP is an interdisciplinary organization that addresses physical, cognitive, social, and emotional functioning and development related to health and illness issues in children, adolescents, and families. Division status will enhance attention to children's issues within APA. Contact Maureen Black by fax: (410) 706-0653 or e-mail: mblack@umaryland.edu

The Wayne State University Press announces an upcoming release of *Child-Care Research in the 1990s: Child Care as Context and in Context*. This book, a re-issuing of a 1997 *Merrill-Palmer Quarterly* publication is edited by Deborah L. Vandell and presents new research on infant-care, daycare, father-care, self-care, and after-school care. Direct inquiries to (800) WSU-READ.

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Call for Nominations

The Society is seeking nominations for President-Elect, Secretary, and two Members-at-Large of the Governing Council. Those elected will take office immediately after the 1999 Biennial Meetings. In keeping with the Society's commitment to interdisciplinary leadership, the President must be a nonpsychologist every other election. Since the current President-Elect, Michael Rutter, is an M.D., there are no restrictions on discipline for the next presidential election. The nominations for the council members are unrestricted, and we hope the membership will consider those from many disciplines and give thought to minority participation in the governance of the Society.

Please mail this form by **September 4, 1998**, to Glen Elder, Nominations Committee Chair, Carolina Population Center, University of North Carolina, 123 West Franklin Street, Chapel Hill, NC 27516-3997.

Nominations

President-Elect

1. _____
2. _____
3. _____

Secretary

1. _____
2. _____
3. _____

Members-at-Large

1. _____
2. _____
3. _____

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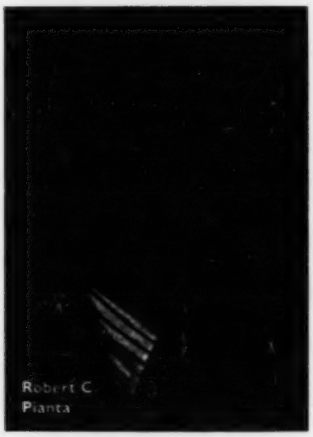
SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT NEWSLETTER

VOLUME 41, NUMBER 3
FALL 1998

Child Development and School Psychology: Opportunities for Connections

ROBERT C. PIANTA

SCHOOL PSYCHOLOGY IS A SUBdiscipline of psychology less familiar to many outside the school setting and the special education literature. But because it is a practice-oriented rather than theoretical field, it relies heavily on the basic research of child development to provide the rationale for its use of a wide range of applied techniques in addressing children's problems in school. Recent transformations in school psychology as a discipline have shifted emphasis from a traditional focus on deviations in learning and behavior to a growing interest in normative developmental processes and preventive interventions. Readers of this *Newsletter* also know that researchers in child development are increasingly interested in building theory that reflects contextual influences on development and in applying theory to social problems. School psychology thus offers child development researchers an opportunity to understand how classroom and school contexts shape development. In part because schools are such an important context in children's lives, it is time to open a more serious dialogue between school psychologists and child development researchers. In this article, I discuss the connections between school psychology and research in child development, the ways in which mutual contributions and interests are evident, and venues for cross-fertilization.



Let me start by orienting readers to the field of school psychology. School psychologists are professional, graduate-level trained psychologists who work in school settings. They address a broad range of learning, mental health, and behavioral needs of children, related to both normative and non-normative development. Most often their credentials include a master's degree in school psychology, but many school psychologists also have doctoral-level training, in addition to a state (or national) license or certification.

As noted, the major portion of school psychologists' efforts are directed toward modifi-

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cation of students' learning and behavioral patterns that are of concern to parents, teachers, peers, or the children themselves. Most of this work takes place within the special education context in which the psychologist is called upon to do psychological testing and be involved in efforts to describe problems and develop treatment protocols. Developmental research has informed the practice of school psychology largely through work on individual differences in intelligence, psychometric studies, and basic research on deviations in peer relations, learning and cognitive development, and socialization.

A New Approach to School Psychology

In recent years, however, school psychology has begun to transform how it conceptualizes its role. Proponents of a new approach are moving away from the focus on assessment and special education toward a broader, applied, and problem-solving function within the school. This transformation, which is still, admittedly, incomplete and abstract—in theory and in practice—is nonetheless a large leap toward redefining and opening up the field. It represents new opportunities to integrate school psychology with child development research.

In particular, the growing emphasis on prevention requires that school psychologists become far more familiar with normative developmental processes as they relate to school outcomes in the major domains of cognitive, language, and social/emotional development. This marks a departure from former practice that emphasized training in aberrant development and reliance on knowledge and assessment of deviant outcomes.

The gap between children's needs and their experiences in school creates pressure on practitioners to devise practical solutions that all too often reflect a fad or local constraint. Even though the school psychologist may be in the best position to address problems, it is not at all clear that what is known about child development informs practices with children in schools.

At the local level where pressure is high to solve students' problems, school psychologists often focus on practice at the expense of theory, partly because theory has yet to penetrate their professional journals or newsletters or professional organizations (Pianta & Walsh, 1996). School psychologists all too often debate about *practices* (i.e., which are most effective) to the exclusion of the theory that underlies problems and practice.

> *"School psychology is really a 'bridge' discipline that links child development research with educational processes and school settings."*

Diaz and Berk (1995), for example, have argued from a developmental perspective that the widespread use of "cognitive-behavioral interventions" for children with problems of impulsivity neglects the literature on how cognition, emotion, and behavior all contribute in the development of self-regulation. Thus, one criticism of this mode of intervention is that it may fail to be effective across a wide range of conditions—in part because of the complexity of the development of self-regulation.

In a different example from the school psychology literature, Doll (1996) links developmental theory to school psychology in her review of the literature on the development of peer relations, particularly the contextual mediators of peer status. Her analysis has led to recommendations that school psychologists work to improve the peer relations of children who show inappropriate classroom behavior by facilitating interactions with peers on the playground and in the lunchroom, rather than withdrawing these opportunities for contact with peers as a punishment.

Pressures on school psychology to move in the direction of a better integration of knowledge of normative and deviant behavior and its assessment represents a window of opportunity for child development researchers to "spread the word." In a sense, the linking of school psychology and child development research mirrors what has taken place with respect to clinical applications of child development theory. Advances in developmental psychopathology over the last 10 years, for example, reflect this integration of basic child development research with applications in the clinical sciences, such as child clinical psychology. School psychology has yet to undergo a comparable change.

Thus, child development theory and research should and could supply school psychologists with expertise in normative developmental processes that in turn can be used to expand and improve children's experiences in the school setting, resulting in more positive outcomes. Although this implies a unidirectional relation between theory and practice, developmen-

talists should also consider possible bidirectional influences. School psychologists' special knowledge of the complexities and subtleties of school and classroom settings stand to enhance developmental research in a range of domains and lead to a better understanding of how school contexts shape developmental pathways.

An Illustration: Relationships between Children and Teachers

School and classroom contexts offer the child numerous opportunities for relationships with adults. These relationships provide children with emotional experiences and opportunities to learn social skills and self-regulatory capacities; they also afford practice in basic developmental functions, such as attachment, exploration, play, and mastery. In some ways children's relationships with adults in school resemble the relationships that they have with parents in the family context and may serve some of the same functions (i.e., promoting play, mastery, affiliation/attachment).

Recently, several investigators, including myself, have applied theories of social development, in particular research on attachment and parent-child relationships, to understand how relationship processes between children and adults in classroom settings work and how they can be enhanced. In this work, theoretical perspectives that emphasize developmental systems theory and the role of child-adult (parent) relationships in development provided the foundation for a new area of inquiry (child-teacher relationships) and practice. This work bridges child developmental research and school psychology in the sense that theory is informed by the extension of existing constructs into new settings and contexts, and practices with a strong basis in theory can be brought to bear upon real-world problems.

This extension of theory derived in one context, the home, and brought into a new context, the school, opens up a range of opportunities for research that could both inform existing theory on relationships and development and generate new applications in schools. For example, research on teacher-child relationships can be designed to replicate and expand upon what we know about parent-child relationships. Such work could include describing the dimensions and organization of child-teacher relationships as they change over time, the different relationship roles teachers play during different developmental periods, and the manner in which relationship patterns are carried over from one relationship to another, both over time and for multiple teachers within a given grade.

A second area of research on basic relationship processes involves the correlates, determinants, and consequences of relationships between children and teachers. This area of research would do well to rely on the hundreds of studies of child-parent relationships that have examined similar issues, such as the effects of social context, maternal characteristics, neighborhood settings, and demography on child-parent relationships. Adopting that framework would lead to research on the determinants of child-teacher relationships that examined the role of teacher characteristics and developmental history, child characteristics and developmental history, school climate and organization, curriculum, and wider community-level variables such as funding. In this way, the study of the determinants of child-teacher relationships would proceed within a developmental frame. Research on the consequences of child-teacher relationships could also examine how children and teachers are affected by relationships of varying quality—questions related to risk and protective processes for both child and teacher are relevant here. School psychology plays an important role in this endeavor by being a bridge to understanding the complexity and subtlety of school settings.

Conclusions

In sum, it is all too easy for practice-oriented professions, like school psychology, to see technique not as a means but as an end in itself, failing to acknowledge the theory and science that gives support to these methods. On the other hand, the developmental psychology research community is coming to recognize the importance of the school as a context for development, with issues of policy and application being of great interest, in turn, to school psychology. Basic research on topics such as peer relations, cognitive science, language development and literacy, emotion regulation, instruction and learning, and brain development have much to offer professional applications in schools.

In this context, school psychology is really a "bridge" discipline that links child development research with educational processes and school settings. Opportunities for child development researchers to influence children or to see their work applied in the school context include publishing in school psychology journals, getting involved in the training of graduate students of school psychology, working with school psychology faculty on training and research, or, more generally, looking to school psychology as a fruitful resource on applied problems and their solution.

References can be requested from Robert Pianta, NICHD Study of Early Child Care, University of Virginia, P.O. Box 9051, Charlottesville, VA 22906-9051

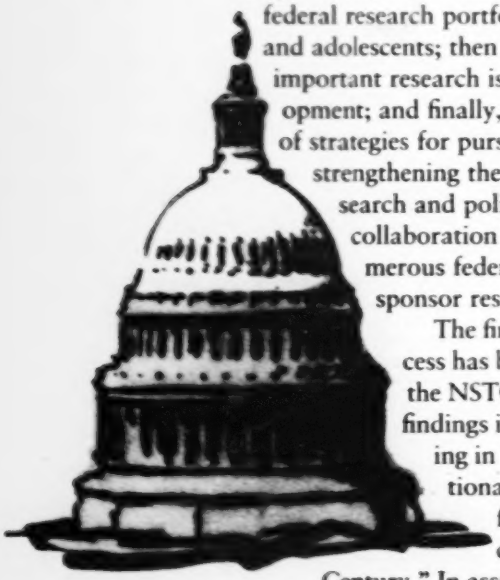
From Developmental Research to Policy

SARAH BROOKHART · SRCD Washington Office

FEDERAL CHILDREN'S INITIATIVE LINKS DEVELOPMENTAL RESEARCH TO POLICY

THE FEDERAL INVESTMENT in developmental research is likely to increase substantially as the result of a high-level federal science initiative aimed at improving policies and programs for children and youth.

Launched under the auspices of the National Science and Technology Council (NSTC), which is the Cabinet-level coordinating body for the Clinton Administration's science activities, the Children's Initiative, as it is known, will occur in stages: First, an assessment of the current federal research portfolio on children and adolescents; then identification of important research issues in child development; and finally, the development of strategies for pursuing those issues, strengthening the links between research and policy, and promoting collaboration between the numerous federal agencies that sponsor research on children.



The first stage of the process has been completed and the NSTC has detailed its findings in a report, "Investing in Our Future: A National Research Initiative for America's Children for the 21st Century." In assessing federal research on the biological, cognitive, and social development of children, the NSTC raised questions about the adequacy of the government's investment in these areas. That investment is only $2 billion, which the NSTC indicated is inadequate both in comparison to the enormous federal expenditure on programs for children ($500 billion total, two-thirds of which is devoted to education) and the magnitude of the problems facing the nation's children and young people under 21 who, at 80 million strong, comprise 30% of the population.

Research holds the key: Looking at indicators such as infant mortality, test scores in reading and science, dropout rates, teenage pregnancy, immunization rates, and other aspects of children's health and well-being, such as violence, poverty, and smoking and other substance abuse, the NSTC found "a mixed picture of successes and shortcomings" in the status of children, particularly in comparison to other countries.

The council concluded that developmental research holds the key to addressing these issues. In the April 1997 report, the NSTC said:

The federal investment in research has clearly paid dividends in terms of improved outcomes for children and a healthier and brighter outlook for the entire Nation. Despite such important achievements, much remains to be done: Significant gaps persist in our understanding of how children grow up to be healthy, well-educated, and responsible members of our society. Given the profoundly changing nature of our communities and Nation, strengthening the Federal research enterprise on child and adolescent development and expanding its role in shaping relevant policy are especially crucial to serving national goals.

The NSTC also found that federally sponsored research on children constitutes the vast majority of all such research, with private sector foundations supporting about $75 million in child-related research.

The NSTC's recognition of the value of developmental research in addressing some of the nation's most pressing problems echoes the view of the SRCD Committee on

Child Development, Public Policy, and Public Information, which oversees the SRCD Washington Office. Among other things, the SRCD Committee has focused on disseminating child development research results to policymakers and on strengthening the child development research enterprise. The Committee also oversees the SRCD Executive Branch Policy Fellowship program which places developmental researchers in agencies that sponsor child research. The Fellowship program is expressly designed to inject child development research expertise into the federal policymaking process, as well as to give developmental researchers Washington experience.

Child health and behavior is a priority: The NSTC identified health and behavior as a priority area for research involving children. Calling for an integrated, multidisciplinary approach, the council indicated that the following cross-cutting themes should guide research in this area:

- Recognize the importance of basic, theory-informed, hypothesis-driven research on developmental processes;
- Understand a child's overall development over the long term;
- Examine child and adolescent development in the context of their families and communities; and
- Attend to "positive" outcomes for children and adolescents.

Based on an assessment of what we currently know about how health problems of children and youth develop, the NSTC also outlined a number of specific research questions relating to health compromising and health-enhancing behaviors. These questions and the full report, which is a "must-read" for SRCD members, is available on the Web at the following address: *www.whitehouse.gov/WH/EOP/OSTP/Children/Report.html*

An interagency working group is underway: An interagency working group (IWG) has been formed to address the NSTC recommendations. The IWG, which is chaired by Duane Alexander, director of the National Institute on Child Health and Human Development, will include representatives from more than a dozen agencies, including among others the National Institutes of Health (NIH), the Administration on Children and Families, the National Science Foundation, the Environmental Protection Agency, and the Departments of Education, Justice, and Agriculture.

The range of agencies involved in the IWG reflects the recognition that child health is threatened by violence, poverty, education, nutrition, and environmental hazards as well as by disease and chronic illness. The connection to federal policymakers is underscored by the participation of the White House Domestic Policy Office and the Office of Management and Budget. The presence of these two agencies also signals that this initiative is a priority for the Clinton administration.

The IWG, which plans to consult with outside groups, including SRCD, is expected to articulate research opportunities and oversee the development of a long-term research strategy on children and adolescents. This strategy is expected to be in place for the FY 2001 federal budget process. That may sound like a long time from now, but in fact planning for an annual federal budget starts years ahead of time. We look forward to bringing you news of this initiative as it progresses.

New NSF Program in Child Development and Learning

Learning is one of the areas identified as a priority in the federal Children's Initiative described above. In keeping with that priority, the National Science Foundation's (NSF) Social, Behavioral, and Economic Sciences (SBE) directorate is about to launch a broad-based research initiative on child development and learning. Scheduled to be announced this fall, the new program will integrate cognitive, social, and biological perspectives in an effort to increase our understanding of how children and adolescents learn in formal and informal settings. The initiative will also address technology in learning and will encourage interdisciplinary training and collaboration.

Expertise in child development is in abundance at NSF: the SBE Directorate is headed by SRCD member Bennett I. Bertenthal, and the new program in child development and

Continued on page 14

News from the Executive Branch Policy Fellows

CHERYL A. BOYCE

AS A NATIVE WASHINGTONian, I have always been interested in politics, government, and policy. I was searching for a meaningful way to integrate my research and clinical experiences as a child clinical psychologist into policy and advocacy. The SRCD Fellowship was the answer. As an Executive Branch Fellow, I have been able to use my research skills and clinical experience to inform research initiatives, consortiums, multisite research, and national surveys. My fellowship is a joint appointment between the Research, Demonstration, and Evaluation Branch at the Administration on Children, Youth, and Families (ACYF) and the Developmental Psychopathology Research Branch at the National Institute of Mental Health (NIMH).

CHERYL A. BOYCE

I began my year with open invitations from both agencies to attend key meetings and conferences. These meetings gave me a great opportunity to learn about the functions of the branches and the current science and policy issues and to be exposed to the "cutting edge," in terms of theory, measurement, and design. I have much to learn, but I now have a better understanding of the complex and confusing relationship between science and policy. I could never have appreciated or understood this relationship without my SRCD fellowship experience.

I have spent my time primarily consulting on projects that involve collaboration between ACYF and NIMH. Some of my colleagues have nicknamed me "the bridge" because I try to connect ACYF and NIMH on projects that meet similar goals. One such project is a new Head Start collaborative mental health initiative from ACYF and NIMH: the Head Start Mental Health Research Consortium (HSMHRC). Together, the grantees from the University of North Carolina at Chapel Hill, University of New Mexico, University of Oregon, Vanderbilt University, and Columbia University, along with their Head Start program partners, federal staff, and members of the research community form the consortium. It was designed to develop and test applications of theory-based research and state-of-the-art techniques for the prevention, identification, and treatment of children's mental health disorders within Head Start. The first year of this project has been one of intensive planning and piloting which includes consultation, dissemination, and critical review of appropriate measurement tools and interventions not only for Head Start but other early childhood populations. Within the diverse populations and settings of Head Start communities, the HSMHRC aims (1) to identify current mental health related services; (2) to determine prevalence, type, and severity of emotional, behavioral, and language problems; and (3) to assess the impact of home-based, classroom-based, and/or skills training interventions on emotional, behavioral, and language problems.

In addition to my work with Head Start mental health research, my efforts have been focused on child abuse and neglect issues. Harold Varmus, M.D., director of NIH, completed an executive summary in April 1997 on the current status and future plans on child abuse and neglect. He reported that a review by NIH Institutes found that despite progress in the research and knowledge of child abuse and neglect, there are significant gaps including the definition, identification, and assessment of child abuse; the determination of appropriate and effective interventions; and the transfer and application of research knowledge into "real-world" settings. Surprisingly, although child *neglect* is the most commonly reported form of child maltreatment, it has been rela-

Pictured here are SRCD's four 1997-98 Executive Branch Policy Fellows, who are completing their fellowship year. They are, left to right, Daniel Berch (NICHD), Kelly Henderson (U.S. Department of Education), Natasha Cabrera (NICHD), and Cheryl Boyce (ACYF and NIMH), with Sarah Brookhart of the SRCD Washington Office. Next year's fellows are beginning in their new positions this month. They are Margaret Feerick, from Cornell University, at NICHD; Marion Hyson, from University of Delaware, at U.S. Department of Education; and Shelly Jackson, University of Nebraska–Lincoln, at U.S. Department of Justice.

tively understudied. With the substantial increase in both the number of children at risk of abuse and/or neglect and the number of children seriously injured each year, it is apparent that we still have much to learn about child abuse and neglect.

I HAVE BEEN INVOLVED IN some very important and exciting efforts that will increase our knowledge about child abuse and neglect. The NIH Institutes have formed a Child Abuse and Neglect Working Group (CANWG) which is developing plans to strengthen the infrastructure for researchers working on child, abuse and neglect by increasing their quality and quantity of researchers at all levels. Specifically, the research of child neglect has been highlighted and targeted by the CANWG as a priority because this area has been relatively understudied. The CANWG is planning grants, awards, training conferences and other initiatives to address this research need.

I would also like to share that the first, nationally representative longitudinal study of children in the welfare system, the National Survey of Child and Adolescent Well-Being (Child Welfare Longitudinal Study has begun under the direction of ACYF. Data will be drawn from first-hand reports of children and families or other caregivers, as well as from reports of service providers and data from administrative records on children in the welfare system. The study will be carried out over a six-year period and will collect baseline and three additional waves of data for 6,000 children who enter the welfare system. Data will yield valuable information not only on the children and families who experience child abuse and neglect, but also on the factors such as services and other interventions, which influence their outcomes.

I participated as a consultant and part of the technical working group on this project. I also facilitated collaboration with another SRCD fellow, Kelly Henderson, in the Office of Special Education Programs (OSEP) on this study to assure that additional data are gathered on those children in the welfare system who receive special education services.

Collaborations and consultations with NIMH have also been an integral part of this study. So I was actually able to "bridge" between three agencies—ACYF, NIMH and OSEP —for this study.

Consortiums, working groups, and interagency collaborations are ideal mechanisms to share and increase knowledge and maximize resources. Another group I have participated in is the Child and Adolescent Mental Disorders Research Consortium. It was formed by a congressionally mandated NIMH National Plan for Research in Child and Adolescent Mental Disorders. Peter Jensen (NIMH) chairs a meeting of federal staff from various agencies who meet monthly in efforts to foster research on child and adolescent mental disorders. Initially these meetings seemed overwhelming with the various activities and initiatives, but I have come to enjoy them. The consortium serves as a "think tank" for child and adolescent mental health research.

As you can see, this has been a busy and exciting year for me. The timing has been perfect. I am early in my career and I began my fellowship when both ACYF and NIMH were in the early stages of longitudinal research and new initiatives that will shape the research in years to come. Moreover, I could not have asked for more welcoming, supportive, and bright colleagues who made my transition into the federal research world an easy one. My activities this year have had a great impact on my thoughts on research and policy and enhanced my professional life. I cannot wait until the research activities that I have mentioned develop and affect Head Start and child abuse and neglect research.

For more information on any of the activities I have discussed, please feel free to contact me at (301) 443-0848 or *cboyce@nih.gov*. You may also contact federal staff directly.

For information on the

Continued on page 14

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SRCD Notices

Membership Renewal
Membership renewal notices for 1999 will be mailed the first week of October 1998, with a deadline of December 1, 1998. Please watch your mail for your notice and renew promptly—1999 journals will be mailed to renewed members only.

Call for Papers
Child Development seeks papers for the February 2000 issue to be entitled "New Directions for Child Development in the Twenty-First Century." Contributions to this Special Issue should present an author's original ideas on some fresh concept, new method, emerging trend, or hypothesis meritorious of empirical test. Submissions may address any aspect of child development but should excite interest and thought. The reviewers will prize contributions that reflect creativity and imagination and that are forward-looking but with a strong empirical starting point.

The February 2000 issue needs to be assembled by approximately July/August of 1999. As a consequence, the Board of Editors at Child Development proposed two unique features to the review process. First, all papers submitted should be in final publishable form. They will be reviewed by the Board of Editors and Editorial Consultants of the journal for originality of contribution and clarity and succinctness of expression. Some papers may receive feedback toward revision, but normally contributors should submit papers which they believe are finished and complete. Second, submissions may not exceed 5,000 words in length.

The deadline for submissions is June 30, 1999, but earlier submission is encouraged. Submissions should be sent to the Editorial Offices of Child Development. The cover letter should indicate that the submission is to be considered for publication in this Special 2000 Issue. In preparing a manuscript, contributors should follow the Style Guide of Child Development (available from the journal's Editorial Offices or on the World Wide Web at *www.journals.uchicago.edu/CD*) as well as the Publication Manual (4th edition) of the American Psychological Association.

Ad Hoc Committee Plans International Institute on Effects of Minority Status Worldwide
An ad hoc committee, with members from three Society committees, is organizing a Training Institute, "The Impact of Minority Status on Child Development Worldwide," to be held in the fall of 2000. The chair, LaRue Allen, represents the Ethnic and Racial Affairs Committee, Shirley Feldman the International Affairs Committee, and Joy Osofsky the Interdisciplinary Committee.

The objectives of the Institute are

(1) to consider different racial and ethnic minority groups and the effects of minority status on socioemotional and cognitive development—to include topics such as early separation, parent-child relations, entrance into school, school performance, adolescent development, and transition to the world of work and parenthood.

(2) to study the methodological issues related to conducting research with ethnically and culturally diverse populations;

(3) to broaden perspectives that will reduce Eurocentric bias in research and theory;

(4) to develop methods for training a diverse group of researchers to work with minority populations;

(5) to bring together a diversity of international attendees who will include a full range, from young researchers to senior scholars.

The committee has been consulting with Patricia Greenfield and Rodney Cocking since the SRCD biennial meeting in Washington. Both have been acting as informal advisors to the project, since the conference is a logical extension of their volume, *Cross-Cultural Roots of Minority Child Development*. To make the "worldwide" mission more manageable, the Institute will focus on the African Diaspora. This does not mean that only researchers considering Africans or people of African descent will be included. Rather, the work of such researchers will be a thread running through the five-day meeting.

The Institute will be held outside the United States, possibly in Senegal, which has reasonable accommodation costs and nonstop airline service from New York and at least two points in Europe.

We are currently preparing a concept paper which we will use to seek funding for participants, who we anticipate will come from six regions of the world: the United States and Canada, Europe, the Middle East, Africa, the Caribbean and Central America, and South America.

For further information, please e-mail Dr. LaRue Allen at *allen@is2.nyu.edu*

Connecting Research and Policy: An Electronic Discussion Forum
SRCD's Research and Policy Training Connection, a small group of student and young professional members who share an interest in research and policy (see "Students Develop a Policy Network," SRCD *Newsletter*, 41[1]), welcomes its members and any interested SRCD member to subscribe to a newly created listserve. Its purpose is to promote exchange of ideas, information, and news about the relationship of research and policy; we welcome open questions, announcements, alerts, and searches. To subscribe to the mailing list, e-mail to *mailserv@hugse1.harvard.edu* (no subject line is needed) with the message: SUBSCRIBE SRCD_POLICYNET-L Personal Name [fill in your actual name].

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SRCD Biennial Meeting
1999 Registration Materials

April 15-18, 1999
Albuquerque Convention Center
401 2nd Street NW
Albuquerque, New Mexico

Registration Policies

1. **To qualify for the early registration rates, forms (see next page) must be received by Friday, February 26, 1999, 5 p.m., Eastern Standard Time.** Registration forms must be received with full payment on or before this date to be eligible for the *lower* registration fees.

2. **In order to register by mail, the form must be received by April 7, 1999.** No mail-in registrations will be accepted after this date. You may register on-site at the regular rates. Please note, regular registration rates are in effect from February 27, 1999, through the meeting.

3. **Student registration:** Your registration form must be accompanied by proof of student status (e.g., dated copy of current student I.D., letter from a faculty member, copy of class registration, or copy of SRCD membership card) or it will be returned.

4. **Telephone or e-mail registrations will not be accepted.**

5. **Refunds:** All requests for refunds must be submitted in writing before April 7, 1999, and may take up to four weeks to be processed. Refunds will be subject to a $30 processing fee. No requests for refunds will be accepted after this date.

6. **Payment is accepted in U.S. dollars only.** Your payment must accompany your registration form. Checks, money orders, and cashier checks must be made payable to: "SRCD—Registration."

7. **Any checks returned by our bank as uncollectable will be subject to a $20.00 fee.**

8. **If you wish to pay by electronic bank transfer (international participants only), please check the appropriate box (other side) and send the form to us.** We will contact you with instructions and bank information.

9. **Purchase orders will not be accepted.**

Society for Research in Child Development

REGISTRATION FORM

Early registration deadline: must be received by 2/26/99

Mail-in registration deadline: must be received by 4/7/99**

Biennial Meeting: April 15 – 18, 1999

Albuquerque, New Mexico

General Information:

Last Name_____ First Name_____ M.I._____ ❑Mr. ❑Mrs. ❑Ms. ❑ Dr.

Organization/Affiliation_____

❑ Home
❑ Office Address_____

City_____ State_____ Zip Code_____ Country_____

Daytime phone #_____ Fax #_____ e-mail_____

Meeting Registration*

	Early Rates (by 2/26/99)	Regular Rates (2/27/99** - On-site)	Amount
❑ Member	$100	$130	_____
❑ Nonmember	$130	$160	_____
❑ Student* / Postdoc Member	$ 50	$ 80	_____
❑ Student* / Postdoc Nonmember	$ 60	$ 90	_____
❑ Undergraduate Affiliate	$ 50	$ 80	_____
❑ One-Day - check day(s):			
❑ Thursday ❑ Friday ❑ Saturday ❑ Sunday	$ 75	$ 75	_____

Are you interested in receiving information on Student Lunch with the Leaders? ❑Yes ❑No (60 registrants per day maximum)

If yes, choose one topic in each area of interest:

Area 1. ❑ cognitive or ❑ socioemotional development

Area 2. ❑ infancy or ❑ childhood or ❑ adolescence

Area 3. ❑ basic or ❑ applied research

Do you want information on child care? ❑ Yes ❑ No

Are you interested in attending the SRCD eponsored event at the Indian Pueblo Cultural Center on Friday night? ❑ Yes ❑ No
($20.00 per person which includes dinner and transportation.) Please see page 13 for more information about this event.

Do you have any special needs or disability which might require assistance? ❑ Yes ❑ No
(Please describe on a separate sheet.)

If yes to any of the above selections, you will receive additional information at a later date.

Method of Payment *(In US dollars only)*

❑ Check, money order, or cashiers check: payable to "SRCD-Registration"

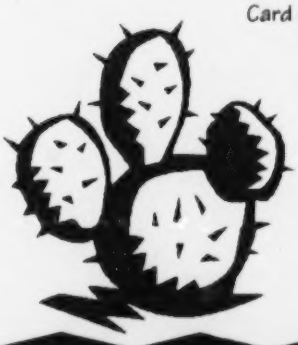
❑ Credit Card: ❑ Visa ❑ MasterCard

Card number:_____ Expiration date:_____

Cardholder name:_____ Cardholder signature:_____

Billing address:_____

❑ Electronic Bank Transfer—international participants only (we will contact you with bank information)



Mail or Fax to: SRCD Registration
505 E. Huron - Suite 301
Ann Arbor, MI 48104-1522
FAX: (734) 998-6569

Questions? Call (734) 998-6578 or e-mail us at srcd@umich.edu

*See previous page for details concerning these items. Form may be duplicated if extra copies are needed.

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Society for Research in Child Development

Preconference Event Scheduling Form

Preconference Meetings, Workshops, and Receptions: The number of preconference meetings, workshops, receptions, and alumni gatherings increases every year. Although the Program Committee cannot take financial responsibility for these events, it is imperative that the SRCD office handle room scheduling, local arrangements, and, if desired, publicity in the Program about these events.

- **Fee: $50.00 - Make check payable to: "SRCD—Preconference"**
- **Forms received without the $50.00 fee will be returned.**
- **Deadline to be published in Program Book: November 20, 1998**
- **Deadline for event to be scheduled: February 1, 1999**
- **Events are scheduled on a first come, first served basis.**
- **Events are subject to space and time availability.**
- **Events may not compete with any of SRCD's functions.**
- **You may use this form to request a check from your institution.**

Group/Organization:_____

Contact Person:_____

Phone:_____ Fax:_____ E-mail:_____

Address:_____

Event Name:_____

Type of Event (reception, dinner, workshop, other):_____ No. of Attendees:_____

Date: 1st Choice_____ Time: 1st Option:_____ to_____

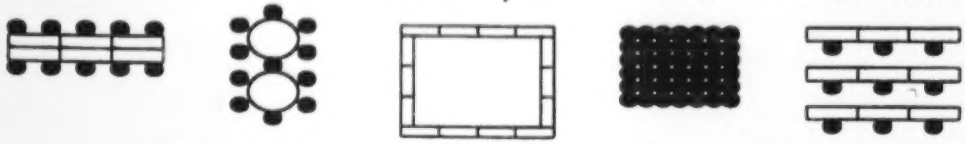
2nd Option:_____ to_____

Date: 2nd Choice_____ Time: 1st Option:_____ to_____

2nd Option:_____ to_____

Meeting setup (circle one):

Conference **Rounds** **Hollow Square** **Theater** **School Room** **Other**

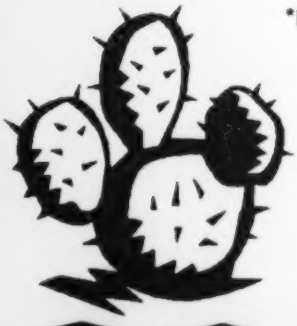


*Do you have audio visual requirements? ❑ Yes ❑ No

*Do you have food and/or beverage requirements? ❑ Yes ❑ No

Notes/Questions:_____

*The audio visual vendor and hotel will contact you directly for these arrangements.



Send the completed form and $50.00 fee to:

SRCD Preconference Events
505 E. Huron - Suite 301
Ann Arbor, MI 48104-1522
Questions? Call (734) 998-6578

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Society for Research in Child Development

April 15 - 18, 1999
Albuquerque, New Mexico
Housing Request Form

HOW TO RESERVE A ROOM

All room reservations must be made through the Albuquerque Housing Bureau by completing one form for each room requested. **NO TELEPHONE RESERVATIONS WILL BE ACCEPTED BY THE BUREAU OR HOTELS.**

MAIL TO:	OR FAX TO:
Albuquerque Housing Bureau PO Box 26866 Albuquerque, NM USA 87125	(505)243-3934

DEPOSIT/CONFIRMATION

A credit card # to guarantee or a check for the first night's deposit is required to process your room reservation. Checks should be made payable to ALBUQUERQUE HOUSING BUREAU and MUST BE IN U.S. CURRENCY DRAWN ON U.S. BANKS. Your credit card confirmation is to guarantee the room only and is not charged until date of arrival. Accepted credit cards are VISA, MASTERCARD, DISCOVER, and AMERICAN EXPRESS. After your Housing Request Form has been processed, you will receive an acknowledgement from the Housing Bureau, followed by a confirmation from your assigned hotel. **If no confirmation is received, contact the hotel listed on your acknowledgement.**

DEADLINE

The deadline for all hotel reservations is March 15, 1999. Reservations needed after this date should be made directly with the hotels.

CHANGES

Before March 15, 1999, any changes necessary must be made in writing and mailed or faxed to the Albuquerque Housing Bureau. After March 15, 1999, please contact your assigned hotel with changes.

CANCELLATIONS/ REFUNDS

Cancellations made prior to March 15, 1999, should be made **in writing and mailed or faxed** to the Albuquerque Housing Bureau and will be refunded in full. The Albuquerque Housing Bureau will issue refunds within 6 weeks of the cancellation date. Cancellations made after March 15, 1999, and prior to 72 hours of arrival, should be made directly with the hotel. The hotel will issue a refund for deposits. **Your reservation must be cancelled 72 hours prior to the arrival date or the entire deposit will be forfeited.**

ONE FORM NEEDED FOR EACH ROOM REQUESTED

Reservation will be made on a first come first served basis. Please rank ALL hotels in order of preference. If the hotel requested is not avaliable, your next choice will be assigned. All rates are subject to a 10.82% tax.

SMOKING_____ NON-SMOKING_____

RANK	HOTEL	SINGLE	DBL/TRPL/QUAD
_____	Doubletree*	$113	$123/$133/$143
_____	Fairfield Inn	$66	$ 76
_____	Hilton	$99	$109
_____	Holiday Inn Mt. View	$86	$ 98
_____	Hyatt Regency*	$113	$123
_____	La Posada*	$99	$109
_____	Marriott	$113	$123
_____	Plaza Inn	$76	$ 86
_____	Radisson Hotel	$92	$ 92

*These hotels are within walking distance of the convention center. All other hotels will require bussing (provided) or another means of transporation.

PLEASE TYPE OR PRINT CLEARLY

Name:_____

Guest(s) Name(s):_____

Address:_____

City:_____ State:_____ Zip:_____

Phone:(_____)_____ Fax:(_____)_____

ARRIVAL DATE:_____ DEPARTURE DATE:_____

Special Requests:_____

CIRCLE ONE: VISA MC AMEX DISCOVER

Account #:_____

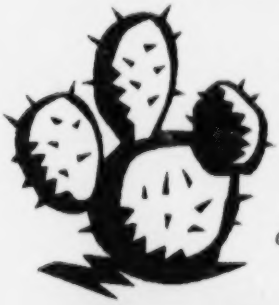
Exp. Date_____

Cardholder's Name:_____

Signature:_____

Indian Pueblo Cultural Center

The rich treasures of tradition, culture, and creativity are just part of the legacy of the first people to inhabit the Southwest thousands of years ago. Their story unfolds in the fascinating exhibits at the Indian Pueblo Cultural Center. The center is a non-profit organization owned and maintained by the 19 Indian pueblos in the state. A triumph of dedication and determination, the multi-level building is patterned after a traditional pueblo. The lower level houses a museum and tells the story of the Pueblo Indians from prehistoric times to the present through displays of ancient artifacts. The upper level, divided into a series of alcoves (one for each of the 19 tribes), explains the culture of each through changing exhibits and murals and contemporary art.



The museum's restaurant is unique, serving only Native American food, with Indian baked bread and Indian fry bread as its two most requested "take-out" items. The Center showcases its collection of original paintings and sculpture, emphasizing only the finest quality work. Jewelry, pottery, leather crafts, and paintings are on display and available for sale. Indian dances are featured during the summer and on special occasions. Cameras are permitted.

SRCD Biennial Meeting

Albuquerque, New Mexico • April 15 - 18, 1999

Association Travel Concepts, the official travel agency for this event, has negotiated discounts with American & Southwest Airlines, Avis, Dollar & Alamo Rent A Car, to bring you special fares that are lower than those available to the public. By calling ATC, you will receive 10-15% off American & Southwest Airlines tickets purchased more than 60 days prior to the meeting. For tickets purchased less than 60 days prior, the discounts will be 5-10% off the lowest available fares.

ATC will also search for the lowest available fare on any airline serving Albuquerque. In addition, we can provide advanced seat assignments & special meal requests on airline flights, frequent flyer programs, email access for convenient booking of your tickets, and more...

To take advantage of these great rates, contact us at:

ASSOCIATION TRAVEL CONCEPTS
(800) 458-9383
FAX: (619) 581-3988
EMAIL: atc@assntravel.com
www.assntravel.com

Should you choose to call the vendors direct, please refer to the numbers listed below:

American:	(800) 433-1790	ID# AN 8949 UB
Southwest:	(800) 433-5368	ID# E4289
Alamo:	(800) 732-3232	ID# 562233 GR
Avis:	(800) 331-1600	ID# J095340
Dollar:	(800) 800-0044	ID# SR 4638

Available Dates: 4/6/99 - 4/23/99

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Continued from page 5

learning will be administered by Diane Scott-Jones, also a member of SRCD. Look for details on the NSF Website: *www.nsf.gov* and in future issues of this newsletter.

Congress Passes Strong Budget for NSF

Meanwhile, the Senate and the House of Representatives have both passed very encouraging versions of the fiscal year (FY) 1999 budget for NSF, with the Senate proposing a 6.3% increase and the House coming in with around 8%. Assuming they will split the difference, this means somewhere around a 7% increase for NSF for the next fiscal year, which begins October 1, 1998. Currently, the NSF budget is $3.4 billion.

For behavioral and social scientists, there's even more good news. Both the House and Senate are in agreement when it comes to basic behavioral research and the Human Capital Initiative (HCI). Here's what both have said in the explanatory report accompanying their versions of the FY 99 NSF budget:

The Committee understands that the Foundation is reorganizing its behavioral and social science research programs to accelerate the impressive advances that are occurring in these areas. The Committee applauds this reorganization as a sign of NSF's expanding commitment to these areas and reiterates its belief that basic research in the behavioral sciences is central in understanding and addressing many national concerns. Also noted is the publication of "Basic Research in Psychological Science," a human capital initiative report on the achievements in many areas of psychological research such as visual and auditory perception, memory and learning, decision-making, social and culture-based behaviors, and human development. The Foundation is encouraged to use this report in establishing behavioral and social science research priorities (S. Rpt. 105-216, p.115; H. Rpt. 105-610, pp. 101-102).

This language stems directly from issues raised before Congress by the American Psychological Society and SRCD in formal testimony and in informal discussions on the Hill.

The President's original budget proposal for NSF included a stunning 16% increase for behavioral and social science research in FY 99. The current NSF budget for these sciences is close to $100 million. The President also asked for an increase of 10% for NSF overall. Since the congressional numbers fall short of that, it is possible that the increases for individual programs within NSF might be scaled back proportionately. But even so, it looks like a good year ahead for NSF's behavioral and social science research.

Continued from page 7

HSMHRC, contact Michael Lopez, Ph.D., branch chief, ACYF, at (202) 205-9632 or *milopez@acf.dhhs.gov*; Kimberly Hoagwood, Ph.D., branch chief, NIMH, at (301) 480-3364 or *khoagwoo@nih.gov*; or Louisa B. Tarullo, Ed.D., research analyst, ACYF, at (202) 205-9632 or *lbtarullo@acf.dhhs.gov*

For more information on the Child Welfare Longitudinal Study, please contact Mary Bruce Webb, Ph.D., ACYF, at (202) 205-8175 or *mbwebb@acf.dhhs.gov*

For more information on the Child Abuse and Neglect Working Group and the Child and Adolescent Mental Disorders Research Consortium, please contact Peter Jensen, M.D., branch chief, NIMH, at (301) 443-5944 or *pjensen@nih.gov*

For more information on Head Start research activities please visit the website at: *http://www.acf.dhhs.gov/programs/hsb*. Watch for the new Child and Adolescent Mental Disorders Consortium home page in the near future that will serve as an important source of information on child and adolescent mental health from various federal agencies.

From the Editor

The *Newsletter* is published three times a year. Submissions for the 1998 fall issue must arrive by December 1, 1998. Contact the editor: phone (970) 925-5516, fax (970) 544-0662, or e-mail *ngthomas@umich.edu*

SRCD's Governing Council is pleased to announce that beginning January 1, 1999, the Society's journals will be published by Blackwell Publishers.

Erratum

The photo on page 8 of the spring *Newsletter* (Vol. 41, No. 2) was mislabeled. It should read, "Derek Price with a classroom of children at Wheaton College's Elisabeth Amen Laboratory Nursery School."

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ANNOUNCEMENTS

CONFERENCES

The **14th Annual DEC International Early Childhood Conference on Children with Special Needs**, sponsored by the Council for Exceptional Children's Division for Early Childhood, will be held in Chicago, December 6–9, 1998. For information, contact the conference and logistics consultants by phone (410) 269-6801, fax (410) 267-0332, or e-mail *dec_execoff@ceo.cudenver.edu*

The **Development of Knowledge: Reductionist Mirages**, 29th Annual Symposium of the Jean Piaget Society, will be held in Mexico City, June 2–5, 1999. Plenary sessions, in English or Spanish, with simultaneous translation, will focus on reductionistic tendencies in psychology, linguistics, sociology, and other disciplines. Submit proposals, which may not be related to the plenaries, by October 15, 1998. For further information, see the JPS website, *www.piaget.org*, or write to The Jean Piaget Society, Educational Psychology, University of Toledo, Toledo, OH 43606-3390.

The 1999 **SRCD Peer Relations Preconference** will be held Wednesday, April 14, in Albuquerque, NM, immediately prior to the SRCD conference. Researchers, postdoctoral fellows, and advanced graduate students conducting research in this area are encouraged to attend. For registration information (deadline February 1), contact Prof. Kathy Wentzel, Department of Human Development, 3304 Benjamin Building, University of Maryland, College Park, MD 20742-1131, or e-mail *kw52@umail.umd.edu*

The **Seventh Annual Conference on Parent Education** will be held February 18–20, 1999, at the University of North Texas, Denton, Texas. For information contact Dr. Arminta Jacobson, Center for Parent Education, University of North Texas, Denton, TX 76203 or consult website *unt.edu/cpe*

Utica College of Syracuse University will host its **"Celebrating Children Child Life Conference,"** in celebration of the 20th anniversary of the Utica College Psychology-Child Life Program in Utica, NY, October 18–20. Designed for child life practitioners and educators, the conference will focus on sharing knowledge, methodology, and research. Conferees will see an art exhibit, *The Romanian Children: From Tragedy to Triumph.* For information, phone (315) 792-3344, fax (315) 792-3139, or contact by e-mail at *profdev@utica.ucsu.edu*

A conference, **"Work and Family: Today's Realities and Tomorrow's Visions,"** will be held November 6–7, 1998, in Boston, MA. It will feature current research on combining employment and family responsibilities and will interest researchers, educators, students, employers, policymakers, and program developers. It is cosponsored by the Alfred P. Sloan Foundation, the Business and Professional Women's Foundation, and the Wellesley College Center for Research on Women. For information, call Mary O'Neill, (202) 293-1100, ext. 182, fax (202) 861-0298, or consult on-line at *www.wellesley.edu/WCW/crw/workfamily.html*

WORKSHOPS/TRAINING

The School of Education at the University of Delaware is seeking applicants for our new **Ph.D. concentration in Exceptionality**. Students may specialize in one of two tracks: school psychology or special education. Delaware offers excellent financial aid, including tuition stipends, research fellowships, and teaching assistantships. For information, contact Dr. Nancy C. Jordan by e-mail at njordan@udel.edu or refer to our website at *www.udel.edu*

Advances in Pediatric Hematology/Oncology and Workshops, the 22nd Annual Seminar of the Florida Association of Pediatric Tumors Programs, will be held November 19–21, 1998, at the Hilton Clearwater Beach Resort, Florida. For information, phone (813) 632-1309 or e-mail *FAPTP@moffit.usf.edu*

The **Henry A. Murray Research Center of Radcliffe College** announces grant funds for postdoctoral research drawing on its data resources and for doctoral dissertation support. Included are the Radcliffe Research Support Program (deadline October 15); the Jeanne Humphrey Block Dissertation Award Program, Henry A. Murray Dissertation Award Program, and Observational Studies Dissertation Award Program (each with deadline April 1, 1999); and the Visiting Scholars Program (deadline March 1, 1999). For information, contact the Murray Research Center, Radcliffe College, 10 Garden St., Cambridge, MA, by phone (617) 495-8140, e-mail mrc@radcliffe.edu, or refer to website *www.radcliffe.edu/murray*

FELLOWSHIPS/POSTDOCTORAL POSITIONS

The American Psychological Foundation is offering two **Esther Katz Rosen awards** for research on psychological issues relevant to giftedness in children and youth. Each award is for two years, totaling $25,000 including indirect costs. Preference is given to applicants who are pretenure faculty or are established investigators whose research has not previously been applied to this field. To apply, contact Elizabeth Straus, American Psychological Foundation, 750 First Street NE, Washington, DC 20002-4242, or e-mail *ers.apa@email.apa.org.* Deadline: December 15, 1998.

Continued on next page

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POSITION OPEN

Human Development and Family Studies of the **Department of Human and Community Development at the University of California at Davis** announces an academic year (9-month) tenure-track position at the assistant or associate professor level to teach and conduct research on cultural and other contextual determinants of variation in human cognitive development. Appointment expected July, 1999. For information contact Dr. C. M. Aldwin, c/o Search Committee Coordinator, Department of Human and Community Development, University of California, Davis, CA 95616 by October 30, 1998.

OBITUARIES OF SRCD MEMBERS

David W. Fulker (1937–1998) began his career at the University of London and earned his doctorate at the University of Birmingham. In 1983 he joined the faculty of the Department of Psychology and the Institute for Behavioral Genetics at the University of Colorado in Boulder.

Ruth E. Hartley (1910–1998), emeritus member, joined SRCD in 1948. A Ph.D. from Columbia University, she was founder and chair of the Department of Human Development at the University of Wisconsin–Green Bay and taught at various institutions, including University of Hawaii, City University of New York, and in Murdoch, Australia.

Ruth H. Munroe (1930–1996) joined SRCD in 1964. An Ed.D. in human development from Harvard University, she was a member of the founding faculty at Pitzer College in Claremont, California, where she taught throughout her career.

Important Notice

- Journals are not forwardable. If you do not notify us of a change of address (see form below), you will stop receiving your journals.
- Contact the SRCD Membership office if you have concerns or questions regarding your publications or your membership. The University of Chicago Press cannot help you.
- E-mail: *tetucker@umich.edu*

Change of Address Notification

NAME

MAILING ADDRESS

SEND TO: Thelma Tucker · SRCD Membership
University of Michigan · 505 E. Huron, Suite 301 · Ann Arbor, MI 48104-1522

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University of Michigan
505 East Huron, Suite 301
Ann Arbor, MI 48104-1522

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